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ABSTRACT

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of volume V present the following articles: (1) "Focus: The Michael J. Owens Technical College Pro Bono Publico," by David Miller; (2) "Student Authored Learning Objectives," by Betty Huffman; (3) "Black Holes in the Book Collection: Book Loss from the Two-Year College Learning Resource Center," by Jon Cobes; (4) "Faculty Development," by Joseph L. Sanders; (5) "Public Relations at Terra Technical College," by Kenneth H. Hahn; (6) "Issue: Should the U.S. Adopt a Bilingual Education Program?" by Edward R. Roybal and S. I. Hayakawa; (7) "Access and Opportunity: Ohio's Two-Year Colleges," by the Ohio Technical and Community College Association; (8) "Focus: Lorain County Community College Providing 15 years of Timely Education," by Terri M. Frederick; (9) "Teaching as a Measure of Its Own Success--Academics Who Stay in the Classroom," by Clara M. Frazee and Sanford R. Kahn; (10) "An Overview of Secretarial Programs in Community and Technical Colleges in Ohio," by Joan Wilkinson; (11) "General Studies and the Technical Student," by Richard Halstead; (12) "Interdisciplinary Social Sciences: A Pillar of General Education," by Lloyd Monnin; (13) "The Informational Workshop: A Cost-Effective Approach to Adult Recruiting for Two-Year Institutions," by Monnie Ryan and Dennis Smith; (14) "Forum: What Should Be Done to Prevent Teacher "Burnout" within the Two-Year Colleges of Ohio?" by Dave Anderson and Jerome M. McKeever; (15) "My Conversion to Cooperative Education," by Lawrence N. Canjar; and (16) "Above the Rest: An Appropriate Goal for Human Potential Development," by Clyde Allen. (UCM)

THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

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OATYC JOURNAL

VOL. V No. 1 Fall 1979

THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

THIS ISSUE

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We Need OATYC

TEXT

FOCUS: The Michael J. Owens Technical College Pro Bono Publico

Student Authored Learning Objectives

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Faculty Development

PRACTICUM

Public Relations at Terra Technical College

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Yes, Equal Opportunity to an Education

No, A Two Track Educational System

PLUS ONE

The Unnatural Laws of Academe

Access and Opportunity: Ohio's Two-Year Colleges - OTCCA

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Letters:

Article: Response to "Forum, Winter 1979" -On Doing Some Good

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THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

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General Studies and the Technical Student

Interdisciplinary Social Sciences: A Pillar of General Education

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ABOVE THE REST: An Appropriate Goal for Human Potential Development

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Response to "Forum, Winter 1979" --
The Competency-Based Approach: A Philosophy of Education

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Let's Do It Together: Join Us!

THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

JOURNAL

OF THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

VOL. V No. 1 Fall 1979

The *Journal of The Ohio Association of Two-Year Colleges* is published by the Association to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review.

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COMMENT

WE NEED THE OATYC

Lorita Langdon
OATYC President-Elect

Dear Colleague:

The two-year colleges are at a crossroads. We must keep pace with technology or lose out on enrollments. To meet the needs of a changing college population, we will find ourselves using alternative teaching methods; such as, teaching by television, using computers and micro-processors, teaching in business and industry at odd hours and utilizing the telephone and mail. Yes, the nontraditional methods of desseminating information will become the rule rather than the exception. Therefore, we need to concentrate in the *Journal* and at the '79-'80 Conference on dealing with these innovations. We have planned the conference so that there will be time to get together and to talk about problems, new technology, and new laws.

The *OATYC Journal* is the way we can learn and share what we are doing. It is immensely important to all of us to contribute to the *Journal* – to share what we are doing and the problems we have encountered and solved. We desperately need to work together to make the *Journal* and the '79-'80 OATYC Conference useful to us all.

The OATYC needs you and your support. We are striving to make the OATYC so innovative and informative through the conference and the *Journal* that you will say, "I need the OATYC." Bring your colleagues, your tape recorders, and your notebooks, and join us for a day of learning and sharing on November 2, 1979, at Columbus Technical Institute, and contribute to the *Journal*. It's your *Journal* and it's your conference!

Our '79-'80 Conference Agenda is as follows:

8:30- 9:00	Registration, coffee and doughnuts
9:00- 9:45	Business meeting and elections
10:00-12:30	Workshops
12:30- 2:00	Lunch and speaker
2:00- 5:00	Workshops
5:00- 6:00	President's reception and adjournment

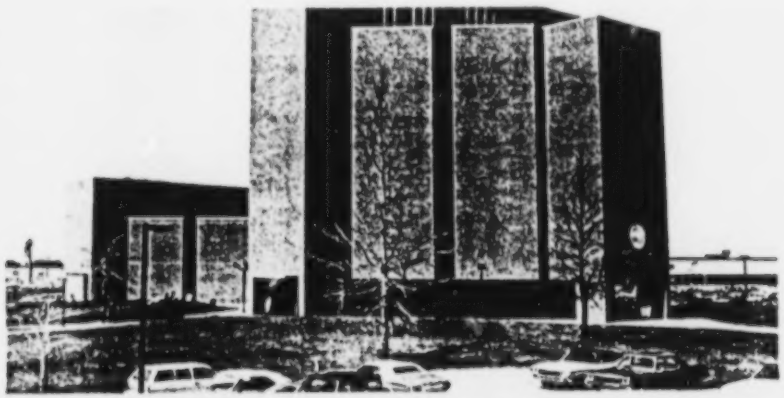
Lorita Langdon
OATYC President-Elect
Columbus Technical Institute
Columbus, OH 43216

TEXT

FOCUS: THE MICHAEL J. OWENS TECHNICAL COLLEGE
PRO BONO PUBLICO

David Miller

In each edition, the JOURNAL features a two-year college campus in Ohio. This issue allows you to visit a college dedicated to the public good and the embetterment of industry and society: The Michael J. Owens Technical College, near Toledo.



HEALTH Technologies Hall, housing laboratories and classrooms for the various health technology programs at Owens Technical College.

The Michael J. Owens Technical College was named for one of the technical pioneers of the glass industry. His name was chosen to reflect the value and importance of technical skills and education in the development of American industry and society.

The college was chartered by the Ohio Board of Regents in 1967, after operating for one year as Penta Technical Institute. It began with a student body of two hundred attending evening classes in facilities rented from the local vocational high school. Its other buildings were a farmhouse and a dairy barn. Soon, two former officers' barracks of the old Rossford Ordnance Depot were acquired, and in 1972, the College moved into its first classroom/laboratory building on its own campus.

This building, College Hall, contains 85,000 square feet. The center has been built in four segments or sub-units which are combined under one roof to provide the effect of a college campus within a single building.

The sub-buildings include a 150-seat auditorium, a two-story classroom laboratory wing, a library, and a wing devoted to large, heavy-duty laboratories.

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The building is designed to accommodate 1,800 students without crowding.

Because of the rapid growth of the college, a second classroom building was added in 1974. This modern, five-story building, Health Technologies Hall, contains over 52,000 square feet and houses the classrooms and laboratories for the programs in dental hygiene, radiologic optometric and surgical assisting technology. In addition, the building contains numerous faculty offices.

Also constructed in 1974 was the Early Childhood Education Learning Center, which includes a 52' X 36' day care-instructional center and a fenced playground area. The Center was designed to provide child care service for the children of Owens' students, faculty and staff and to serve as a laboratory site for Early Childhood Education students.

Early in 1975, the Owens College Student Activities Center was completed. This masonry and modular steel structure contains 31,500 square feet of space and was completed with the help of citizens' donations. It contains facilities for tennis, volleyball and basketball, and it has a student lounge with adequate room for pool, table tennis, a TV lounge and card playing. A student commons, recently air-conditioned has been added on to the Activities Center.

In 1976, further growth in the health technologies required the addition of the two-story Bicentennial Hall. This building, architecturally identical to the Health Technologies Hall, is attached to the latter building by corridors. It contains the classrooms, laboratories and faculty offices for the Nursing technology program.

The most recent addition to the Owens campus is the Diesel Building. This building was completed in 1978 on the east campus of the college. It contains 60,000 square feet devoted to laboratories, classrooms and offices of the various Diesel technology programs. It is one of the most modern and best equipped diesel training centers in the country.

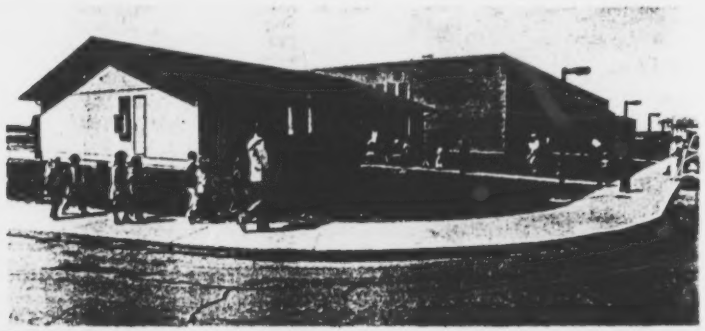
THE OWENS Technical College Administration building which houses most administrative offices and the Developmental reading and writing labs.

Also included in the campus buildings are the two officers' barracks originally obtained from the Rossford Ordnance Deport. One of these, Faculty Hall, has been converted to house faculty offices, instructional laboratories and the various offices and services of the Student Services. The other building, Administration Hall, houses the offices of the President, the Business office, and other administrative offices. Plans are now underway to replace these buildings with a

new and modern facility on the east campus which will better serve the needs of the Owens' student body.

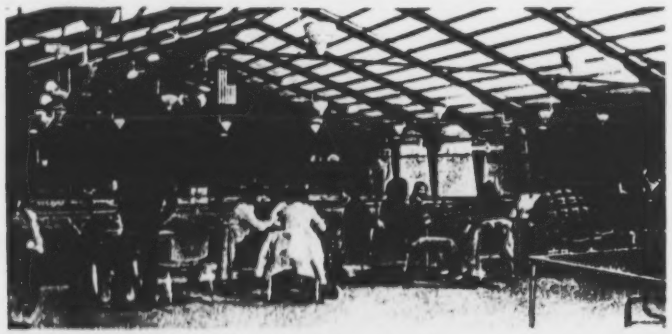
Owens Technical College has grown to be one of the three largest technical colleges in the state because of the quality of its programs and services and flexibility in meeting the changing technical needs of the district it serves. This expansion from a student body of 200 students housed in temporary facilities in 1967 to a modern nine building campus with over 3200 students in 1979, further reflects the importance of two-year technical education to the business and industry of Northwest Ohio.

This flexibility has been demonstrated by the recent combination of two areas of Industrial Education, Automotive and Diesel Mechanics technologies, to the existing Engineering Technologies department. Further additions include majors in fashion merchandising, savings and loan management, and tool and die making. A program in Radiation Therapy technology is planned for 1980.



AN OVERVIEW of the Michael J. Owens Technical College West Campus located in suburban Toledo.

These programs and the other college curricula are offered through the following divisions: Business Technologies, Health Technologies, Engineering and Industrial Technologies, Natural Science Technologies (offered through the Business Division), and Public Service Technologies. "Support" courses and special need courses are offered through the General Education division and the Division of Continuing and off-campus programs, which during the last year has opened new offices at an off-campus, "store-front" site.



THE STUDENT Activities (SAC) Building provides space for relaxation and a number of intramural and intercollegiate activities.

In continued attempts to meet all of the students needs, the college has developed an excellent cadre of Student Service personnel. In additiog to the staff in the office of Student Records, this includes a full-time staff of Admissions counselors and counselors in the areas of Financial Aid, Veterans Affairs, Placement and Testing. The counseling staff also includes personnel who are on full-time status as student counselors and advisors. Student response to these services has been very positive.

The majority of academic advising is handled by the full-time faculty, who are most closely in touch with the students' academic requirements. In addition, the faculty is often able to assist the students with adjusting course loads in keeping with work and/or family considerations. It is this personalized attention which they receive from all areas of the college, along with program excellence, which students most often cite as their reasons for choosing Owens Technical College.

An example of Owens Colleges' willingness to expand its educational horizons has been the establishment during the 1978-79 academic year of a foreign student program. This program includes over 50 students from over 15 different countries. These students provide an opportunity for the College to meet technical education needs on the broadest basis. It also provides the students and faculty of the college a valuable exposure to many different cultures.

Ownes Technical College today is a growing institution with an opportunity for future expansion and accomplishment which will insure its role as a leader in Ohio technical education.

David Miller
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STUDENT AUTHORED LEARNING OBJECTIVES

Betty Huffman

Having taught science labs over the years, I noted that many of my students were not preparing themselves for the laboratory experience. Hence, when they entered the lab and began work, these students often wasted valuable time because pre-lab preparation was minimal. To remedy this lack of preparation, I first thought about producing an itemized list of learing or behavioral objectives for each lab. But further thinking raised an important issue: Would handing the student a prepared set of objectives guarantee that he would study them ahead of time and consequently be prepared for lab? Realistically, the answer was no. So, rather than provide a list of learning objectives, I decided to have each student identify them for himself. Thus instead of my telling the student what he needed to learn, the student could participate in the construction of the learning experience. There would be guidelines and evaluations. This would not only let the student share, but it might also help me to identify how the student wanted to learn. It could be a learning experience for both of us. The student prepared objectives would be written and handed in at the beginning of the laboratory session.

The students were instructed to use the following format in developing and identifying particular concepts to be learned in a given exercises.

1. They were to define the title of the exercise.

Examples:

ACIDS - Compounds that furnish hydrogen ions.
BASES - Compounds that furnish hydroxyl ions.
SALTS - Compounds that result from a neutralizing process between acids and bases, or compounds of a metal and a non-metal.

Definitions would pinpoint the direction of a study.

However, for a long time, most new students struggle to differentiate between a definition and a description. Often when grading papers, I thought about having a rubber stamp made that said "This is a description, not a definition."

2. They were asked to give a rationale for including this exercise in relationship to their discipline.

   Example:

   Basic knowledge of ACIDS, BASES and SALTS is essential in the understanding of the acid-base balance and electrolyte studies in the human body.

   Obviously, pragmatic rationales for any study have to be the bases for technical studies, if not all educational studies.

3. They were asked to give a general objective for each exercise.

   Example:

   The general objective of the exercise on ACIDS, BASES and SALTS is to learn some of the basic natures of these chemicals. Thus general objectives compare to goals that are not necessarily measurable or in this case demonstrable.

4. The students were then directed, to write specific objectives by studying particular procedures and identifying the corresponding concepts that they would need to understand in order to perform the test. They were also asked to predict the results of the test.

   Example:

   PROCEDURE 1

   Add 5 ml. each of 10% hydrochloric acid, sulfuric acid, nitric acid, and acetic acid to four separate test tubes. Using the end of a glass rod as a "dropper," test each acid for its effect upon red and blue litmus. Finally, add 1 drop of methyl orange to each tube and, as a control, add 1 drop to 5 ml. of distilled water.

   Results: _____

   _____

The students might produce the following specific objectives:

1. Acid Formulae: HCL, H_2SO_4, HNO_3, CH_3COOH
2. Strong Acids: HCL, HNO_3, H_2SO_4
3. Indicators: Chemical substances that change colors in response to change in pH.
4. Acid Indicators: Blue litmus and methyl orange
   Bases Indicator: Red litmus
5. All acids should turn blue litmus, pink and methyl orange red.
6. The acids should not effect red litmus.

At this point it became obvious that there are no absolute right requirements to be included in the specific learning objectives. The objective for the process of students writing learning objectives was lab preparation, not learning to write learning objectives according to Mager.

To research even these basic concepts, many students took a great deal of time, reading course texts, library references, and often raiding their children's science or chemistry high school texts. In all honesty, I will have to admit that especially in the beginning, there was a good deal of negative excitement. The negative responses on the student's evaluations at the end of the first quarter ran something like this:

1. "I never had to do anything like this before."
   (I suspected that this was true.)
2. "You never asked anyone to do all this before."
   (This was true.)
3. "I don't have the time to do all this reaserach (study)."
   (Maybe, but learning for most people does necessitate a significant time commitment.)
4. "I've never studied chemistry before. I don't know what all this stuff means."
   (Yes, this was frequently the case, and it was my goal that they would not leave my course the same way that they came in.)
5. "You expect too exact materials. My description wasn't far from a definition." Or, "I don't see the difference in the way that I said it from the way you said it."
   (Yes, BUT—chemistry and other sciences are described as EXACT sciences.)

Thus my students were mildly to greatly hostile, vocal and articulate, on their first quarter evaluations of the instructor and the course.

I might have given it all up then after that first quarter, however, the lab final or lab practical was to change my mind for two reasons. First, it did not generate the anxiety that it had in my former students. Since most students in the class had never experienced a practical in high school or elsewhere, it was natural that there would be some degree of apprehension. In the past, the anxiety had been inordinate. Secondly, the really rewarding result was that these post-objective practicals showed a significantly higher class median grade than those from my former classes. This was especially gratifying since practicals are to evaluate the laboratory learning.

As I continued the practice of requiring the writing of laboratory objectives over the next two years, these positive results were repeated. The students took a practical each quarter. The collection of the data for the study was started in Winter Quarter, 1974 and ran through the Spring Quarter, 1978. According to ACT science scores the students are fairly homogeneous. The median ACT science raw scores for the five classes studied ranged from 19 to 22.

Results of the lab procedures for this five-year period are as follows: For the class of 1973-1974, the bottom or first mean practical grade was 67%? for the class of 1974-1975 it was 68%; for the class of 1975-1976 it was 69%. But for the class of 1976-1977, the first class to write learning objectives, it was 81%; for the class of 1977-1978 it was 83%. The students' adaptations to the course and the material, plus some attrition of poorer students, explain the fairly consistent improvement in performance in the practical exams during the academic year.

Possibly a better visualization is shown if we look at the average mean score from each class. The following gives this interpretation.

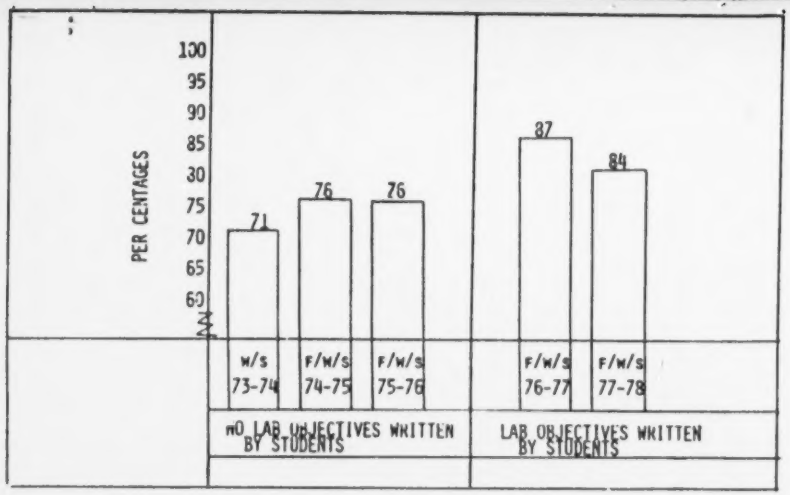

FIGURE: SCIENCE AVERAGE MEDIAN SCORES IN PERCENTAGES ON PRATICALS

Thus in the figure, we see over a 10% difference in grades between those students who did not write learning objectives, and those who did.

The content and format of the practical exams were varied little from year to year. The exams were given at the same time during the quarter; they covered essentially the same material. The students used the same equipment; they used the same room, and they had the same instructors for the entire study. Only the students and the process of students writing learning objectives were substantially changed. These results shown above were enough to convince me that requiring the students to carefully prepare for the laboratory experiences paid off in improved mastery of laboratory principles and application of principles. Of course, there is no data that says the preparation has to be the writing of learning objectives, but it is one that worked for me and worked well.

I cannot deny the time involvement necessary both on the part of the student and the instructor in evaluation. I studied and corrected each set of learning objectives turned in. In the beginning, time was spent in trying to direct the student in the development of analytical skills, analyzing the procedure, looking for the principles involved, analyzing the references that explain the principle, looking for the application of the principles or the practice of the principle. Frequently, the students did not anticipate the outcome of a particular procedure correctly. This in itself did not lower their evaluation. The evaluation procedure was so structured that they were penalized only if they did not write learning objectives, or if there was apparently no research done for the exercise at all. As wrong concepts would appear, I would have the chance to correct them almost painlessly. If the redirection of thinking became too involved, I referred them to the teacher-prepared learning objectives. At the beginning of the project, I did prepare a set of laboratory learning objectives to be handed out to the students later, after they had handed in their objectives. The teacher prepared objectives were used by the students for the purpose of self-evaluation and added direction in the laboratory learning experience.

In reviewing the project, several benefits became apparent. Since instructors can rarely convince students to express their thoughts when there is a chance that the students may be mistaken, we often do not pinpoint a lack of mastery of material until test time when it must be recorded irrevocably in the grade book. Thus the writing of learning objectives becomes a vaaluable tool in diagnosing weaknesses in mastery prior to an evaluation for a grade.

Secondly, the students were to make certain assumptions as to the results of the procedures. If they had made a faulty assumption on their objectives, I always knew it, even before I had time to check their work. There was always a vocalization during the lab experiences, a minor disruption followed with . . . "Oh, that was what was meant." or, "Now I see what was supposed to happen." The important part was that they were ready to receive the knowledge.

Also, the students did not waste as much lab time. They went directly to work. They worked in teams better, too. Everyone was prepared to accept some responsibility for contributing to a shared experience. I hoped that they transferred this team experience over into their technical training. I understand they did.

A pleasant thing that grew out of all of this, was that communication between instructor and student was on a one-to-one basis. Routinely, in order to open avenues of communication, I would schedule an office conference at about mid-quarter with each and all students, no matter what their grade position was. Now another avenue of communication opened up via the written objectives. I tried to interject as much humor as possible into my comments. Obviously, it was an arduous chore for many of them. Often, misstatements were a result of fatigue. So many of my remarks attempted to be kindly. With time, it became evident that the students looked forward to my individualized response to each of them, i.e., my evaluation of their objectives. One woman came to me once very concerned, I had not written any negative comments on her objectives in over a month. Somehow she was feeling discriminated against or overlooked.

Another rewarding experience was that subsequent course and instructor evaluations reflected the students' changes in attitude toward the writing of objectives. Many came to a grudging praise of the system. Both instructor and students damned the time involvement, but the performance on practicals demonstrated a return on the investment.

In addition, some of the students became very sophisticated in their writing, listing many auxiliary skills and principles. At this point then, students began having valid input into the structure of the course. As students wrote items in their objectives that had been omitted from the teacher-prepared learning objectives, these latter objectives were expanded to include the student items.

Following is a summary of data and perceived benefits of this process:

Negative Aspects:

1. Initial student hostility.
2. Initial student time commitment in pre-lab preparation - at times excessive.

Positive Aspects:

1. Improvement of scores on laboratory practicals.
2. Better use of lab time - largely devoted to learning as opposed to cookbook procedures.
3. Better team work on the part of the students.
4. Better student - instructor rapport.
5. Better studen. insight into the role that learning objectives play in a learning experience.

6. Improvement of student written communication skills.
7. Means of diagnosing weaknesses in mastery of concepts early in presentation of material.
8. Change in students' evaluations of procedure from a negative to a positive evaluation over a significant period of time.

Finally, this process can be fitted to any discipline. It is true, I achieved my objective of having students prepare for lab and consequently learn more from their laboratory experiences as evidenced in the improved practical grades. However, in retrospect, I would say that this objective was short sighted and I really did not foresee the multiple benefits of the process of students writing their own learning objectives.

Betty C. Huffman
Assistant Director Allied Health
Marion Technical College
Marion, OH 43302

BLACK HOLES IN THE BOOK COLLECTION: BOOK LOSS FROM THE TWO-YEAR COLLEGE LEARNING RESOURCES CENTER

Jon Cobes

During the 1976-1977 academic year the collections of the library of The Mansfield Campus, serving both The Ohio State University and The North Central Technical College, were moved to a new facility. A complete inventory revealed that, while total book loss figures compared closely to those of similar libraries, heaviest losses appeared to be from relatively small parts of the collection, that those subject areas in which losses occurred did not necessarily correspond to current curriculum demands, and that these losses remained fairly constant, even when related courses were dropped or curtailed.

While total loss figures have always been recorded, no tabulations were ever done comparing "mysterious disappearance" with "known disappearance," that is, theft loss compared with loss compared with loss of legitimately circulated materials. While figures inexplicably vary from academic term to term, as much as 30% of losses have been found to be of the second type!

A survey questionnaire was constructed in the Autumn of 1977, and randomly distributed to 500 students, faculty, and staff. The instrument was based upon a number of models, including that developed by Beach and Gapen *(College and Research Libraries, 38, pp. 110-28).*

Because questionnaire participation was voluntary, a considerable period of time was required to acquire a significant number of responses. By the summer of 1978, 330 persons, or about 15% of the total FTE enrollment of the NCTC and OSU-M, had responded.

The questionnaire was long - - 47 questions - - a fact which also undoubtedly influenced the rate of response. A few students apprently became discouraged by the number of questions and failed to complete the questionnaire.

The first part consisted of only two questions, those of sex and class rank. Perhaps the fact that more demographic data was not requested was a mistake, but concern with the length of the questionnaire resulted in considerable editing in this area. Some information on family, economic status, and employment might have been most useful - - we can now only conjecture the relationship of income to a tendency to steal library materials in our particular case. However, the Beach and Gapen study has provided some analysis of the value of additional

demographic data.

> "For the most part, the demographic characteristics and opinions of those who admitted to book theft (5 percent of the sample) did not differ markedly from those who reported no theft."

Part two contained a series of questions on patterns of, and reasons for, library use, as well as inquiries into general attitudes toward libraries and satisfaction with service.

Part three addressed attitudes toward theft generally discussed under the broad headir g of avocational crime in several studies consulted.

Part fou addressed participation, the question of whether the respondent knows of thefts by peers, and what response such incidents generate. Finally, the respondent was asked if he/she had stolen library materials, what disposition was ultimately made, and what means are believed effective in curtailing loss by theft.

General Findings

Three general profiles can be constructed from tabulated results: one of the admitted book thief, one of the person who does not steal but condones such activity in his peers, and one of the person who neither steals nor condones. Percentages reported in this condensed report are rounded.

Thief Profile

The admitted book thief is either a male second-year technical college student (over 40% of total admitting theft) or a female second-year academic student (39% of total admitting theft).

Four out of five admitted thieves use the LRC or library more than once per week on a regular basis, and 100% of all theives regularly use the library because an instructor provided a reading list or reserve reading assignment.

Sixty percent of admitted thieves found that the library contained all needed materials, 20% were dissatisfied, and 20% did not know or did not answer.

In response to a question on the user's main reason for coming to the library, 100% of respondents identified as book thieves considered the library a study hall at least part of the time. Sixty-six percent of the same respondents pursued assigned projects and about 20 percent also used the library for leisure reading.

The cost of photocopying may be a factor resulting in loss by theft. Over 50% of book thieves found 10 cents per page prohibitive, and about 20% complained of poor quality copies.

Most book thieves were unaware of the existence of a disciplinary policy on book theft; over 60% believe loss is a real problem, but fewer than 60% believe theft violates any code, moral or legal. Only one admitted thief responded in the affirmative to the question of whether the book thief should be prosecuted.

Convenience appears a major factor in book theft. Nearly 80% of admitted book thieves claim the present manual check-out system takes too long. A few confusing responses to this same query such as "fines too high" (we charge no fines!) indicate that a few never trouble to even try to use the system.

Nearly 50% of book thieves claim they ultimately bring back books. Obviously, if our loss records are accurate, we received no response from quite a few thieves.

Book thieves may disagree about the morality or legality of theft, but they are unanimous about theft by others being none of their business.

None would either stop or report an observed theft.

Finally, book thieves generally concur that punitive measures would be counter-productive, but agree that the best deterents would be:

a. Eased circulation restrictions.
b. Easier (faster) circulation procedures.
c. A reduction in whole class assignments by instructors, thus reducing competition for limited resources.

Profiles 2 and 3, The Condoner and "Goodie Two Shoes"

These two profiles differ less than expected.

Of the non-thief respondents, 55% are condoners; they know of theft by peers. 45% are goodies who tell us that they neither steal nor condone stealing by peers.

Goodies outnumber condoners; however, when asked if they would either stop or report an observed theft, 75% claim they would actually approach a book thief and remind that person to check out materials properly.

Fifty-two percent of respondents in these catagories were female, and most (over 50%) are regular library users, visiting more than once per week to perform assigned tasks, seldom provided with a reading list or reserve list. Seventy-four percent also use a public library for supplementary reading.

The major variation was found in responses to questions of ethics and legality. One hundred percent of non-thief respondents and over one-third of thief respondents agreed that there is a degree of wrongness about stealing from a library. However, the following series of questions, addressing morality, ethics, or legality seems to show some confusion in the minds of many respondents.

Do you think removing a book from the library without having it properly checked out violates any moral code or standard?

94% a. Yes
6% b. No
0% c. Undecided

Would you define the act as illegal?

58% a. Yes
15% b. No
27% c. Undecided

Is it a form of larceny for which a person could be prosecuted?

64% a. Yes
13% b. No
23% c. Undecided

There may be library factors which encourage theft. Check one you believe most important:

20% a. Teachers give assignments for everyone to use the same material.
28% b. Pressure to get good grades
4% c. School is a drag and stealing is a form of rebellion
10% d. Rules are designed for administrators, not for students
14% e. Takes too long to check out books
3% f. Fines too high
15% g. Don't know how to check out a book

There may be social factors which result in book theft. Check the one you believe most important:

41% a. Required books cost too much

11% b. Theft is an "in" thing in which to indulge
25% c. It is ok to take books, since they are public property.
23% d. It is a challenge

Check the one of the following which you believe the most likely reason for students to steal books:

33% a. Library factors: not enough books to answer demand, etc.
2% b. Social factors: a challenge, or to gain status
27% c. School factors: class assignments, or academic pressure or competition
35% d. Individual factors: e.g., wants to own books for personal use
3% e. Other (Several entries under "e" cited laziness, and several used the excuse that, because they always returned "stolen" materials, the act was, in fact, not stealing.)

Thieves and non-thieves, however, show wider divergence than is evident when reviewing total response figures. For example:

	non-thief	thief
a. Wants books handy for future reference	28%	20%
b. Circulation restrictions cause theft	35%	80%
c. Believe a student, once started will continue to steal books	65%	80%
d. Belive thieves should be punished	37%	0%
e. Believe loss would decrease if punitive measures were taken.	41%	0%
f. Agreed that stricter surveillance (most suggested electronics) would be effective	63%	40%

Conclusions

The absence of demographic information does not appear to invalidate certain conclusions about which students steal books and why they steal. That library theft may be avocational, and that theft tends to reflect generally held attitudes rather than socio-economic factors is borne out of similar answers by thieves and non-thieves to many questions.

Theft appears closely related to user dissatisfaction with library policies and procedures, and seems symptomatic of frustration with rather minor inconveniences. This last may be found an invalid conclusion in a major research library, where the size and complexity of the library may be improtant factors influencing user satisfaction.

One of the most important conclusions to surface as a result of this study is the relation of book theft or mutilation to faculty examples and expectations, and the need of many students to both hear of favorable faculty attitudes toward the library, and to see faculty regularly using the library.

Student attitudes toward academic libraries are undoubtedly shaped by both the examples of faculty and by the kinds of requirements set by faculty. According to Robert C. Spencer, President of Sangamon State University, "If, for example, the teaching style of an institution is primarily textbook-oriented rather than source and literature-oriented, the library will find little use." Spencer continues to state, "If faculty themselves are unaware of or unused to designing classes and learning experiences around library resources, their students will respond in kind *(Library Journal 103, pp. 1021-24)*.

Also, related, and of significant importance, are faculty and administrative

attitudes toward the importance of library or learning resources collections. Fines for overdue materials are shown in many libraries, including ours, to be ineffective as a deterrent to theft. Often encountered, however, is considerable administrative resistance to what may be one effective deterrent, that of issuing grades and continuing registration to each student only after determining that no outstanding loans exist. Graduation or transfer to a four-year program should also hinge on records cleared in, among other areas, the library. These means will reduce non-mysterious disappearance. Reduction of mysterious disappearance cannot be so easily accomplished, but some effect will surely be observed if, instead of applying more surveillance, we remove as many barriers as possible to easy circulation. Both the use of the computer, if student records are already in machine-readable form, and continuing emphasis upon bibliographic instruction by both library and instructional staff, will certainly reduce user dissatisfaction and resultant theft or mutilation of library materials.

The thread which appears to tie together these conclusions is related to faculty expectations for students, and the need for a more coherent team approach to teaching, with faculty and librarians as co-equal members of that team.

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FACULTY DEVELOPMENT

Joseph L. Sanders

In the following remarks I address people whose graduate education did not prepare them to teach, who may, in fact, have been explicitly warned against spending too much time preparing for their duties as teaching assistants lest their own graduate studies suffer. I address people who recognize not merely how lucky they are to have a teaching job at all but how unlikely it is that they'll ever be able to change jobs. And I address, above all, people who have been forced to turn away from their primary devotion to literary study toward the amorphous, chancy job of teaching literacy not simply because that's where the jobs are, but because that's what the students need. For that's where I find myself too. Outrage won't help us. Changing the way new teachers are prepared won't help us.

What will? How can we gain the satisfaction of doing well at this difficult but vital task?

This paper discusses faculty development as a means to that end.

One problem in approaching "faculty development" is that the term's definition is hard to pin down, for it seems to mean different things to different people. Actually, the problem is that it can mean many things to one person; the confusion results from the variety of avenues faculty development can offer towards its goal.

One large area of activities labeled faculty development, for example, includes activities that teachers traditionally have been willing to take part in and schools have been willing to fund: sabatical leaves, attendence at conferences, research projects, etc. Certainly these can genuinely help a teacher develop if they maintain the excitement with which he considers his subject.

Today, however, "faculty development" usually means more than these familiar activities. Assuming the teacher's adequate grasp of subject matter, current

faculty development is concerned with what happens in his classroom. In the debate on how to improve teaching-learning systematically, faculty development concerns usually have been grouped under three headings: first is personal development—affecting the way a teacher personally approaches teaching; then comes instructional development—affecting the way he conducts his class, the way he works with a class; and finally there is organizational development—affecting the way he is influenced by his institution. Actually, these aspects of teaching are very hard to separate, and most faculty development programs are forced to take an eclectic approach; they may first approach a problem from one angle but often are forced to consider all aspects of the situation to attempt a resolution.

There seems general administrative agreement that teachers should be "evaluated"; after all, these are lean times financially, the public demands "accountability," and so on. However, evaluations differ in source, in form, and most vitally, in purpose. Even if a teacher accepts the necessity of evaluation in theory, the doubt lingers—how valid is this evaluation? And how will the results be used? This uncertainty naturally leads to fear and often to active or passive resistance.

Faculty development seems to have some natural connection with faculty evaluation—though not necessarily in the sense used by the Southern dean who proudly explained to a visiting instructional development specialist, "Why, we evaluate all our faculty, and then we fire the ones with low scores. That develops the rest of the faculty." Real faculty development is not concerned with getting rid of "bad" teachers but with helping concerned teachers develop their abilities. This difference in purpose dictates differences in procedure, to produce information that can be useful. Student evaluation, the most commonly used evaluative tool, will be only part of the process leading to increased self-knowledge, since most of them are retrospective, looking back over the total experience of a class. More emphasis will be given to observation by peers, fellow teachers trained to appreciate the different kinds of cognitive processes used in the classroom. They also can distinguish and record the pattern of interaction in the classroom—what percentage of time does the teacher or do the students spend in structuring the period's work? in soliciting responses? in actually responding? in reacting? By sitting in the classroom or by studying a videotape, a trained observer can analyze the same class from different perspectives. As a result, a teacher can receive not merely a rather general boost or knock but a detailed analysis of what actually happens in classroom experience. Then the teacher can compare this to what he should have prepared before the observation: his own estimate of how his purposes for the class should be fulfilled through the combination of pedagogical moves. For example, if I expect my students to be able to analyze the structure of an argumentative essay by the last week of a class, I must decide whether they will gain more skill by working together in small groups or by interacting with me in a large group. If I choose the large group, I still must decide how much to encourage comments, how much to draw out comments and emphasize all or portions of them and how soon to shut off random reactions. However, if I have "covered" the number of essays I planned and made sure that the pertinent comments have been made, why aren't students showing more perception in class? And why do their papers do no more than list facts? I might go on for years in bafflement. However, if I look at the report from the faculty development observer and discover that what I wanted to happen—perhaps even believed was happening in the classroom was not what the observer recorded, then I must account for the difference. Was the observer an inper-

ceptive dolt? Or did I, in fact, discourage student participation by asking vague questions, by rushing to answer before a student could, by failing to listen to a student's response? Did I ask verbally for individual perception but at the same time signal that I would do the work? If I still consider my original intentions valid, I now have a better idea of why they aren't working out, why the classes drag on so miserably, why the papers are so godawful. Perhaps, seeing all this, I can begin to make realistic plans to improve. And to help me analyze and plan, I can turn again to faculty development.

This kind of evaluation relies on a teacher's self-judgment, based on his recognition of dissonance between intent and accomplishment. It assumes that I, the teacher, will be impelled to use the results to make my teaching more satisfying. This may not excuse me from judgmental evaluation, in the long haul, but it will ease my mind considerably by preparing me for it.

At my school, there does not yet exist sufficient trust to offer the kind of observation I have described. However, our faculty development committee has discussed the system with people from a nearby school (where it is widely used) and we are beginning to inform teachers at my school of this possible service; even doing that has made me much more sensitive to what goes on in my classroom.

In this and other ways, faculty development can make the process of self-development less difficult by making consultating services readily available, by patiently encouraging people to use them, and by helping people, through advice and material assistance, actually to make desired changes.

With this in mind, let me list a few more possible applications of the concept of faculty development.

Within the overall heading of personal development, as defined earlier, faculty development might encourage us teachers to broaden our interests. We are willing to take courses in our specialty—why not in some other field altogether? It might help us increase our knowledge about the teaching process in general? We may distrust the jargon of educationists, but we should be willing to examine concepts that can help us as educators. It might encourage us to develop teaching techniques, both traditional and innovative. It might help us better understand interpersonal dynamics. It might help us understand better our students' learning styles.

Meanwhile, instructional development could assist teachers in producing learning materials for classes. For that matter, it could help us design the courses in the first place. It could help us diagnose problems early and accurately, and it could assist in the design of evaluation instruments for students.

And eventually many faculty development projects will at least touch the area of organizational development. A teacher is unlikely to develop if his school is hostile or utterly uninterested in development. One thing faculty development should consider, thus, is the development of administrators and staff. We forget that administrators have had as little preparation for their roles as have teachers. Furthermore, if understanding interpersonal relations can be important between student and teacher it can be equally important between teacher and administrator. Working with administrators, trying to break down barriers and increase understanding so that other developments can proceed—all these are legitimate concerns of faculty development. And, finally, institutional policies may have to be formed or changed.

How does faculty devleopment appear at a school? Usually with at least some administrative encouragement. However, in a number of the schools doing something about faculty development, the original push came when faculty members

who were concerned as individuals decided they could do more as a more formal group. Of course cooperation with the administration is desirable, but faculty members tend to give trust to a faculty group. I stunned the administrator who sits with our committee as a non-voting member when I commented that I would consider it my duty to burn files before I'd turn them over for punitive review. But I think this stance is necessary. If you request a faculty member to open himself honestly and admit to weaknesses in the way he approaches or performs his job, you must be able to assure him that the admission won't be used to punish him later.

To safeguard interests of diverse groups, the controlling group or faculty should itself be diverse. An all-college committee should be drawn from different divisions—and reflect their necessarily competitive interests.

Assuming that a somewhat autonomous and diverse group has been formed, the next task is to build trust of the faculty development activities. Faculty members tend to be wary of anyone who encourages them to change—especially if the change is in an area about which they are genuinely sensitive. Begin in a non-threatening way. One way is by offering grants to faculty members who want to do something related to instructional development that doesn't fit into their departmental budget. The committee at my school, in two years of grant-giving, has reached approximately 25% of the faculty. Subjects of grants have included the preparation of an interdisciplinary criminology and speech class, planning a schoolwide honors program, putting together an audiovisual unit for an introductory biology class and another one for introductory social studies, establishment of a learning center in a chemistry lab, acquisition of several gangster films of the '40s so our film expert could prepare a unit on the film noir, and others. Also, since our committee was the only source of travel money last year due to a budget crunch, we made it possible for people to attend meetings such as the regional conferences on English in the Two-Year College.

Also, it's important to remember that the purpose of faculty development is to do things with people, rather than for or to them. From the beginning, our committee tried to find out what the faculty really was concerned with, so we could offer genuinely interesting activities.

The administrative support I mentioned earlier is necessary to carry out activities geared toward faculty development. The school supplies money for the faculty development grants, and it makes possible programs like the off-campus conference. In addition, I can forsee that the committee will need to pressure the administration for a means to give released time to people working on faculty development grants—and to members of the committee itself.

I shall close with a personal observation about this year's off-campus conference. Organizing any such affair is a big test of the committee; this year's conference turned out to be more than that. Due to a long-simmering feud between faculty and administration, contract negotiations had not been completed when the conferences convened. Accordingly, the leadership of our faculty association looked around for something to do to show its displeasure and siezed on the conference as the handiest object. Faculty were advised either to boycott the conference or—when many people showed reluctance to go that far—to turn it into a liberated conference on strike tactics, etc. That first day, I felt like I had been hit by a truck. All the committee members did. The next day, however, something very interesting happened. Faculty members began to ask— spontaneously, not at the urging of the committee—"Why can't we have the program?" They began posting notices in the halls to invite people to attend. So we did, ultimately have much of the program presented to lively participants. That this

could happen, in extremely unpromising circumstances, illustrates the natural vitality of faculty development. The topics for the conference drew on real interest and concern, consequently, the faculty made sure that they were considered.

Looking back on my time with the committee, I think I have changed for the better. Participation in faculty development activities has increased my openness and sensitivity to human needs. And that, remember, is part of the overall purpose of faculty development itself.

Finally, a reminder. The suggestions and examples I have offered do not exhaust the possibilities of faculty development. It is a movement, not a rigid mold, and it lurches along unevenly in response to the developing needs of the faculty. But it still is a task to welcome, and without becoming unduly messianic, I still would compare its role to that of the Salvation Army as Shaw describes it in his preface to *Major Barbara:*

> praying, but praying only refreshment, for strength to fight, and for needful MONEY . . .; preaching, but not preaching submission; daring ill-usage and abuse, but not putting up with more of it than is inevitable; and practicing what the world will let them practice, including soap and water, color and music. There is danger in such activity; and where there is danger there is hope.

We know there are dangers to our accomplishment as teachers; we see them around us and feel them within us. But faculty development at least offers a genuine ray of hope.

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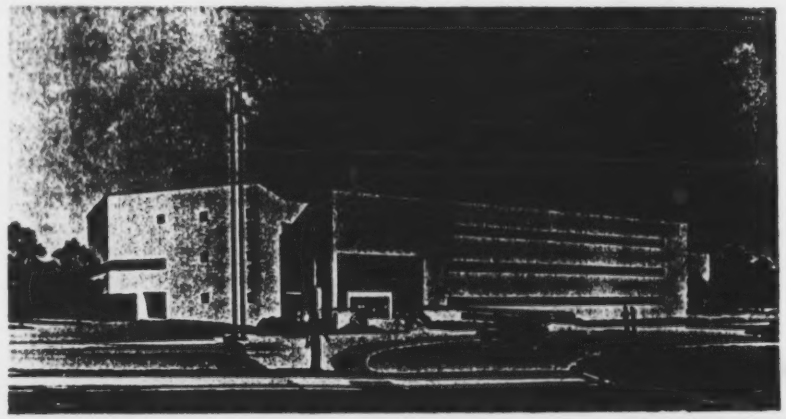
PRACTICUM

PUBLIC RELATIONS AT TERRA TECHNICAL COLLEGE

Kenneth H. Hahn

Because of shrinking enrollments, continuing money crunches, competition between colleges, and the increased difficulty of finding jobs for students, the two-year colleges have placed greater emphasis upon public relations. In the following article PR-man Ken Hahn of Terra Tech shares with us the "nuts and bolts" of how he is "getting the job done."



INSTRUCTIONAL - Administration Building of Terra Technical College, Fremont, Ohio.

Changing demographic, economic and social trends are radically altering the educational outlook for the 80s.

Declining enrollments, continuing financial crises, the impact of inflation, inability of many college graduates to find appropriate employment, and competition among the various types of colleges, have caused significant impact on the role of public relations.

The public relations program of a college is a vital link in making certain that its image is in fact a true reflection of its role in society. The public relations functions and activities must successfully portray and establish positive images within the various communities that the institution is seeking to reach.

The role of public relations in the two-year college has increased tremendously. A major responsibility of any institution is to convey to the public or publics the nature of the institution so it is not undermined because of ignorance, so it is supported because of understanding.

With the advent of the two-year college and its phenomenal success and growth, more and more responsibility is upon the public relations function to project an accurate image and to successfully compete with other types of higher education.

As requested by the Editorial Board of the *OATYC Journal*, this article contains basic concepts used by Terra Technical College to accomplish some of its public relations functions and activities.

Newspapers

In addition to our regular quarterly ads and periodic news releases, we take advantage of special issues, not only to place a display ad, but to furnish copy on particular issues. Some examples are: Open House Tab (highlighting Terra Tech and technical education in general); The Progress Issue (area development–highlighting new campus–state of the College); "Festival of Food" (Food Service Management Technology); Spring Home Improvement Tab (basic courses in technologies which apply to "do-it-yourself" home repair); Private Property Week (Real Estate Technology); Spring Care For Your Car Tab (Automotive Diagnostic Technology); Women (highlighting non-traditional careers and opportunities for women); Football Tab (projected toward high school students and getting a good job); Fall Quarter Schedule Inserts–tab format (courses and registration information, special interest short stories, services offered by the College–lots of pictures).

Every quarter, we send our Dean's List (honor students) to every paper located in every city represented by the students. Our computer sorts and prints a listing of the students by city, so that we can effectively handle our news release. The various papers appreciate this and readily respond with a good article.

Likewise, our Annual Graduation list is mailed to all applicable newspapers.

Radio

We send all news releases to over 40 area radio and television stations.

When we want Public Service Announcements, we develop the copy, determine the broadcast seconds and send a letter of request and appreciation for airing these "free" releases.

We commercially advertise each quarter's registration, sponsor baseball, basketball and football broadcasts, and promote our appearances at fairs and malls.

Television

In the fall of this year, we developed television commercials and aired them on two major channels.

Fairs and Exhibits

Using our portable display booth, we regularly "take the College" to where the people are.

During the year, we exhibit at six county fairs, various home shows, special community events, and organizational festivals.

The shopping malls have become an annual affair and we usually exhibit at three or four of the major area malls. As part of our public relations function, we have made suggestions to the Mall Promotion Managers for various promotions. We have helped coordinate much of the work for them. This activity has been greatly received and the malls are happy to cooperate.

In order to "fit in" with the various promotional themes, we design our booth presentations around these themes. Pictures, graphically portrayed statistics,relevant news articles make up the booth layout. We use multi-media presentations presenting a general view of Terra Tech.

High School Recruiting

The Admissions Department carries on an aggressive visitation program to all area high schools. Additionally career nights are attended. High School Career Days are planned with a tour of Terra Tech facilities, enthusiastic faculty and department directors give lab demonstrations and specific information regarding the student's particular area of interest. Also, we encourage a personalized interview with an admissions officer for each prospective student.

In addition to these visitation programs, we place ads in the larger high school yearbooks.

Admissions Publications

One of the first of the many major projects we tackled, from a public relations standpoint, was the complete revision and redesigning of our College Catalog. We divided the "traditional" catalog format into three separate publications; a View book, containing a general overview of the College–its facilities–its impact on the community it serves–its philosophy and some of the services available to students; a Student Handbook, containing a more detailed guide for students as far as services and policies; and a Curricula Section, dealing with specific departments, courses, credit hours, etc.

In addition to our College Catalogue–View Book–Student Handbook publications, we also compiled an easy to follow Financial Aids Monthly Calendar containing not only dates, but some general financial aids information to assist students in acquiring the types of aids to suit their individual needs.

A similar approach has been taken in regard to Veteran's Information, Specialized Programs, and individual Technology Department Brochures.

In House Publications

Terra Tech has two distinct in-house publications with their main objective being to keep administration, faculty and staff current with the aims and programs of Terra Tech and technical education in general. The first of these is The President's Newsgram. The President's Newsgram relates important directives from the College President, the Board of Trustees, the Ohio Board of Regents and other administrative and legislative sources.

Our second publication directed to administration, faculty and staff is the "Tech-o-Gram." The "Tech-o-gram's" focus is that of an informalcommunication about what individual employees at Terra are involved in. We relate births, deaths, marriages, conferences attended and solicit contributions from all personnel.

Student Newspaper

In addition to in-house publications, Terra Tech students write, layout, design and distribute a student newspaper, The *Technocrat*. The *Technocrat* features editorials, club news, short stories, sports, poetry, music reviews, and any other area that students feel should be given coverage.

The *Technocrat* has a circulation of approximately 4,000. It is distributed free on campus, and is mailed to a computer printed, presorted mailing list containing: all area newspapers, radios, chambers of commerce, advisory committee members, public relations officers of other technical colleges, past and present Board of Trustee members, all Ohio libraries, all Ohio technical colleges, local high school principals and superintendents, all Ohio high school counselors, companies where our graduates are employed, all companies registered with the Placement Office, and area legislators, Bureau of Vocational Rehabilitation and Bureau of Services for the Blind Offices in Ohio, Terra Tech Alumni and people who have expressed interest in Terra Tech and receiving the *Technocrat*.

Speaker's Bureau

Terra Tech's Speakers Bureau is another way that we "take the College" to where the people are. Our Speakers' Bureau is made up of Terra Administration, Faculty and Staff who present programs to many varied organizations to entertain and/or to educate. Topics range form "Technical Education–What Is It?", "Who Is a Technician?", "What To Do Before the Paramedic Comes," to special

topics on Christianity, physics, mathematics and psychology; not to mention Terra Technical College—technical career programs and services available.

In this way we tailor our presentation of what Terra Tech has to offer, and deliver it in a personal way to the people of our community.

Other Promotional Materials

To put the name of Terra Tech into as many households as possible, we distribute several different promotional items. With a special contribution to our President's Discretionary Fund, we gave T-shirts with our "Leap Into A Bright Future" slogan at our Open House/Dedication Program. Lapel buttons "Terra Tech Is For YOU," and our handy shopping bags (again sporting the "Leap Into A Bright Future" slogan) are given to those visiting the College and at all our exhibits. In addition to these useful collectible items, we distribute posters with contact cards and technology interest indicators.

Each year we design a direct mail flyer, distributed through the U.S. Postal System, to over 120,000 households throughout Northwestern Ohio. It is a simple brochure about Terra Tech with a clip and mail contact card. Our 1979 mass mailing focused on graduates and jobs—"Leap Into A Bright Future—We Did!" Contact return, as of this writing, is approximately 3%.

The foregoing represent the highlights of Terra Tech's public relations activities. Through these, we feel we are reaching our publics with information, and activities resulting in a positive image of the College, in their knowing the kind of institution Terra Tech is and what technical education represents. Evidence is that our communities are strongly supportive of the College, in part, because of our public relations activities. All these definitely affect our enrollment, which has increased each year.

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FORUM

ISSUE: SHOULD THE U.S. ADOPT A BILINGUAL EDUCATION PROGRAM?

Through the courtesy and with the permission of THE AMERICAN LEGION MAGAZINE (September 1979), the JOURNAL's "Forum" presents the arguments of Representative Edward R. Roybal, for, and S. I. Hayakawg, against the adoption of a bilingual education program — a vital American issue on which a decision soon must be made.

YES, EQUAL OPPORTUNITY TO AN EDUCATION

Edward R. Roybal

The right of a child to an elementary and secondary education is a value which this country has long upheld. Bilingual education, simply stated, enables children to become competent in English by using the language of their home as a means of instruction. Thus, bilingual education is a means of allowing our nation's children of non-English speaking backgrounds the opportunity to the basic right of an education.

Bilingual education programs have been established from Maine to Louisiana and from New York to California. French, Spanish and Chinese are among the 68 languages utilized in bilingual classrooms. Over 500,000 children now participate in such programs.

Congressional support for this national program is based on a simple premise: The traditional concept of immersing children of non-English speaking backgrounds into all-English classrooms has not worked effectively. Educators have compared this method of teaching English to children as similar to that of teaching children to swim by throwing them into deep water. Sure, some children learn, but for the majority it is a traumatic experience from which many never really recover. If we consider that there are currently 5 million children in the United States whose mother tongue is other than English, 80 percent of whom are native-born Americans, we can see the clear and pressing need for bilingual education.

Detractors of bilingual education, however, have pushed several myths on the American public.

The first of these myths is that bilingual education somehow fosters cultural separatism. I am puzzled by this argument since the program's overriding goal is the transition of children into English-speaking classrooms. This would appear to be the furthest thing from "separatism" that I can imagine. Cultural separatism is increased—not diminished—by denying the linguistic minorities of our nation educational opportunities to enter into the "mainstream" of American life.

Another myth promulgated by the detractors of bilingual education is that it is a new and experimental program. Nonsense! Bilingual education has demonstrated its worth in Northern Europe, Canada and Israel. In each instance, bilingual education has proven to be a positive educational experience for children. Over the years it has been demonstrated that bilingual children enjoy marked advantages in "creativity" and "tolerance for others." Virtues on which this

country was founded and which we still admire.

The promise and potential of our country's non-English speaking children need to be fulfilled. Bilingual education is a proven means for developing this potential and every American should take pride in supporting it.

Edward R. Roybal
Representative
The United States House of Representatives
Washington, DC 20460

NO, A TWO TRACK EDUCATIONAL SYSTEM
S. I. Hayakawa

As a semanticist, I have a life-long habit of not accepting words simply on the basis of their colloquial usage. The term "bilingual education" has been giving me some problems. Chances are that when one asks five people for a definition, five very different answers will be given. According to one interpretation, it simply means the teaching of English to new immigrants. On the opposite side of the scale—and there really is a full scale of interpretations—bilingual education is a more or less permanent two-track educational system—involving the maintenance of a second culture and an emphasis on ethnic heritage. How did we get into this confused state of affairs?

America has always had minority groups with different languages and cultures, so there has always been the need for special educational assistance. Although immigrant groups as early as the 1800's established native language schools for their children, the great majority of language-minority children who were in school received no special consideration. Nevertheless, all these children made their way. They succeeded in their respective fields of endeavor and many of them were later found among America's most prominent citizens.

In 1968 Congress passed the Bilingual Education Act, which cost about $15 million annually. By 1969, some 56 locally initiated bilingual programs were begun, primarily in the Southwest. Then in 1978, Congress considered bilingual education legislation that cost $400 million! For a generation that has gotten used to the generosities of the welfare state, this is a normal and desirable development. An old-timer like myself, however, cannot help wondering why it was necessary for the federal government to get involved in a problem area which—left alone—had contributed so effectively to the American success story.

Our bilingual education programs should be restricted to helping minorities learn English. The first duty of any resident is to learn the language of his country. Pride in one's heritage and culture should be encouraged and continued, but not through tax-supported bilingual programs.

As a country, we have been unique in blending various cultural and ethnic backgrounds into one homogenous society—an American society. During the past two centuries, immigrants have come here and have successfully retained the richness of their heritage while becoming distinctly— and proudly—American. I believe that the use of a common language has been a significant link in the Americanization process—a link that has strengthened our national unity by allowing us to freely communicate with each other. We must ensure the continuation of that process for the generations to come.

S. I. Hayakawe
Senator
The United States Senate
Washington, DC 20460

PLUS ONE

THE UNNATURAL LAWS OF ACADEME
Irving Wallace, et al.

The JOURNAL's first "Plus One" is a brief but entertaining excerpt from Irving Wallace's insightful and satirical BOOK OF LISTS.

1. MURPHY'S LAW
   If anything can go wrong, it will.
2. O'TOOLE'S COMMENTARY ON MURPHY'S LAW
   Murphy was an optimist.
3. THE UNSPEAKABLE LAW
   As soon as you mention something . . .
   . . . if it's good, it goes away.
   . . . if it's bad, it happens.
4. NONRECIPROCAL LAWS OF EXPECTATIONS
   Negative expectations yield negative results.
   Positive expectations yeild negative results.
5. HOWE'S LAW
   Every man has a scheme that will not work.
6. ZYMURGY'S FIRST LAW OF EVOLVING SYSTEMS DYNAMICS
   One you open a can of worms, the only way to recan them is to use a larger can.
7. ETORRE'S OBSERVATION
   The other line moves faster.
8. SKINNER'S CONSTANT (FLANNAGAN'S FINAGLING FACTOR)
   That quantity which, when multiplied by, divided by, added to, or subtracted from the answer you get, gives you the answer you should have gotten.
9. LAW OF SELECTIVE GRAVITY
   An object will fall so as to do the most damage.

9a. JENNINGS COROLLARY
   The chance of the bread falling with the buttered side down is directly proportional to the cost of the carpet.

10. GORDON'S FIRST LAW
    If a research project is not worth doing at all, it is not worth doing well.
11. MAIER'S LAW
    If the facts do not conform to the theory, they must be disposed of.
12. HOARE'S LAW OF LARGE PROBLEMS
    Inside every large problem is a small problem struggling to get out.
13. BOREN'S FIRST LAW
    When in doubt, mumble.
14. THE GOLDEN RULE OF ARTS AND SCIENCES
    Whoever has the gold makes the rules.
15. BARTH'S DISTINCTION
    There are two types of people: those who divide people into two types, and those who don't.

16. SEGAL'S LAW
    A man with one watch knows what time it is. A man with two watches is never sure.
17. NINETY-NINETY RULE OF PROJECT SCHEDULES
    The first 90% of the task takes 90% of the three, and the last 10% takes the other 90%.
18. FARBER'S FOURTH LAW
    Necessity is the mother of strange bedfellows.

Irving Wallace
David Wallechiasky
Amy Wallace
Authors, *Book of Lists*
William Morrow and Company
West Caldwell, NJ 07006

ACCESS AND OPPORTUNITY: OHIO'S TWO-YEAR COLLEGES

Ohio Technical and Community College Association

With permission, the JOURNAL's second "Plus One" is a report, developed by the Ohio Technical and Community College Association (OTCCA). It focuses on the continuing needs and new requirements of Ohio's technical and community college system. The report proposes ten recommendations for action to those Ohioans involved in the processes of decision-making on both local and state levels.

Implementation of the following recommendations, the OTCCA believes, can enable its member colleges to continue to fulfill their mission of providing low-cost, broad access general and technical education for what should be a state's most vital asset—an educated, informed, and trained citizenry.

The Ohio Technical and Community College Association, Founded in 1976, has had the specific purpose of promoting the growth and development of two-year higher education in Ohio. Headquartered in Columbus, the OTCCA represents 23 of the 24 publicly funded and locally autonomous two-year colleges in Ohio with a current, collective enrollment of 87,000 students.

In capsulized and highlighted form, the OTCCA's ten recommendations for action are as follows:

1. Continued emphasis on, and support for, associate degree programs and technical education, including a ceiling, but preferably a reduction, on tuition and fees as well as strengthening of the concept that it is uniquely the mission of the two-year college to offer individual occupationally-related courses, associate degrees, post associate degree work less than baccalaurate, and programs of less than two years duration.
2. Additional funding to provide two-year college students, among other advantages, broad range couseling, more individualized and developmental instruction, and, for the handicapped, improved training and programs.

3. Establishment of the principle of "equal subsidy for equal educational service delivered," regardless of the location of the service or the kind of public institution delivering it.
4. Board of Regents support for maximum utilization of two-year colleges, as well as support for the concept of off-campus satellite courses.
5. Opportunity for clear, firm, and continuous advice and support from two-year college presidents and trustees to the Board of Regents on matters affecting higher education.
6. Inclusion of appropriations in legislation passed while the state biennial budget is in effect to support the costs of additional mandated educational activities.
7. Board of Regents establishment of the concept that job placement is as important as job training coupled with the development of a statewide system of information centers to make potential students knowledgeable about job opportunities.
8. Financial support for the Chancellor's Advisory Committee on Instructional Development to institute and conduct professional activities that encourage and emphasize increased teaching effectiveness.
9. Strong support for specific and extensive evaluation of the total management of higher education. But it strongly recommends that any such evaluation emphasize the continued control and autonomy of local boards of trustees.
10. Funding for non-credit occupationally-related courses, apprenticeship programs, and other approved non-credit courses and programs of less than two years duration offered at Ohio's two-year colleges in accordance with their mission of providing citizens lifelong learning opportunities.

The Association wishes it to be known that while its recommendations represent the collective present and future needs of member colleges, they also build upon those recommendations and actions of previous statewide reports and directives aimed at the continued improvement of Ohio's two-year college system. One such report, entitled *Agreements and Concerns of Ohio's Public Two-Year Colleges*, developed and submitted to the Ohio Board of Regents by the leadership of Ohio's community, general and technical, and technical colleges in 1975, has provided local and state decisionmakers with a basis for a continuing agenda affecting the growth and development of the two-year college system.

The Association also wishes it to be known that its recommendations for action address some of the considerations raised by the recent publication, *College: The Coming Crisis*, prepared by the Governor's Council for Cost Control. Within the context of the Ohio Board of Regents' *Higher Education in Ohio Master Plan: 1976-1981* and other related reports, the Governor's Cost Council report addresses such fundamental issues as governance, policy determination, system structure and financing, statewide planning requirements, program approval procedures, and allocation of state resources. The Association's membership endorses many, but not all, of the Cost Council's report on two-year colleges. The suggestion that two-year college boards within the same district as four-year university boards be merged is unacceptable. Such mergers can only reduce the potential of the two-year college for serving the diverse needs of Ohio citizens requiring a two-year college curriculum or program while offering little or no opportunity for reducing costs. Notwithstanding our opposition to merging two and four-year boards from the same district, we recommend that vigorous continued attention be given to increasing sound articulation arrange-

ments and agreements between two and four-year schools.

Dr. Terry Puckett, et. al.
OTTCA President
Muskingum Area Technical College
Zanesville, OH 43701

REACTION

The JOURNAL encourages letters and articles of reaction to its content, its policies, and to the OATYC and its activities. The following responses concern the JOURNAL.

Letters:

Nancy Dowding

Thanks so much for your generous treatment of the article on Counselor Evaluation!

My colleagues and I were very well pleased with the publication and appreciate your efforts to that end.

I would appreciate knowing if I might purchase some extra copies for family and friends.

Nancy Dowding
Counselor/Professor
Counseling Department
Cuyahoga Community College
Parma, Ohio 44130

Linda Houston

I have previously been a member of OATYC, and at one time thought I might like to become active in the organization. However, last year I had an experience that has caused some concern. I wrote a short article on the teaching of technical writing and submitted it to Dr. Fullen in Spring, 1978. In August I received a letter saying the article had been rejected because it did not meet the criteria. In September, when I returned from vacation I wrote to Dr. Fullen to ask what criteria it did not meet. The fact that my brief article was turned down does not upset me; what upsets me is not knowing why. Are we not expected to explain to our students what we expect of them? I feel the OATYC editor's staff should do the same.

Linda S. Houston
Coordinator
Communication Skills
Agricultural Technical Institute
Wooster, OH 44691

Rod Welch

Would you please send me two reprints of Clare Rose's "Faculty Evaluation in an Accountable World: How Do You Do It?" *(OATYC Journal,* Vol. III, No. 1)

Rod Welch
Director of Institutional Research
Trident Technical College
Charleston, SC 29411

Article:

In response to Dean Libby's "Roles for Technical Educators: Wouldn't It Be Nice If They Would" and Beth Waggenspack's "In Search of Responsibility" (OATYC JOURNAL, Winter 1979), the JOURNAL received this article written by Troy Organ and reprinted with the permission of THE UNIVERSITY COLLEGE QUARTERLY (Michigan State University, November, 1976).

ON DOING SOME GOOD

Troy Organ

A colleague of mine once told me that when his son was in the first grade in public school the teacher one day asked each child to give an impromptu speech on the topic "What my father does, and why it is good." One child said her father was a grocer, and that was good because he sold food to people. Another defended his father who was a clerk in the post office. And so it went around the room. When it came Jimmy's turn, he said, "My dad teaches at the college, but I can't see that it does any good." This is a suspicion which occasionally crosses the minds of all of us who teach in higher education. We console ourselves that the results of our labors are not obvious nor immediate. The good we do may require years to surface. But how we clutch minuscules of praise to bolster our pedagogic egos. How we treasure a few kind words in student evaluation sheets. We want to believe we do some good. Jimmy may be right. Maybe we do no good. I can think of four reasons for this conclusion:

1. Because we do not set goals for ourselves.
2. Because we set the wrong goals.
3. Because our goals are unmeasurable.
4. Because our goals are unattainable.

I do not wish to engage in masochistic flagellation. Rather I wish to argue that if we are to know that we do some good then we must set goals for ourselves which are properly identified, which are measurable, and which are attainable. I also wish to argue that there is a danger in our preoccupation with knowing that we do some good. This danger is that we limit our efforts in higher education to the measurable and the attainable.

Before proceeding with the arguments I want to note two assumptions. The first is that reflection upon the nature of education is the business of everyone involved in higher education.

The second assumption of my remarks is that the educational process herein considered is that non-professional form which we designate as general education, liberal education, or education in the liberal arts. It is the education of the person qua human rather than the education of the person qua vocationalist. The Seven Liberal Arts – grammar, rhetoric, logic, arithmetic, geometry, music, and astronomy–may not be the ideal way of spelling out the ingredients of a liberal education, but it is one way. Perhaps the best distinction between vocational education and general education was that made by Aristotle: "The man who has been educated in a subject is a good judge of that subject, and the man who has received an all-round education is a good judge, in general." The education I have in mind is that which makes the person a good judge of the good, the beautiful, and the true.

I. Goals must be set in the educational enterprise.

According to Aristotle there are two modes of production: *phusis* and *techne*, the natural and the artificial, nature and craft. In both modes there are two ele-

ments: the passive which both resists and yields, and the active which brings about orderly changes in the passive. His terms for these two elements—matter and form—are best considered connotatively rather than denotatively, i.e., they are relative to the process of production, they are not things in themselves.

Educating is a *techne* process. The buildings, supplies, books, and students constitute the material facet. The teacher brings the moving, the patterning, and the tending to bear upon the matter. Educating is not a *phusis* process in which the tending or telic factor arises from within the process itself as in the acorn growing into an oak tree.

When institutions of higher education confer the bachelor's degree upon young people who have earned a specified number of hours of credit in courses of their own choosing, the assumption is being made that general or liberal education is a natural process, that the goals are inherent in the process, that the acquiring of the hours of credit will as naturally produce the generally educated person as the acorn produces the oak tree.

Education, since it involves reasoning beings, cannot conceivably be a matter of the haphazard, and if it is , as Socrates said on the last day of his life, the only commodity we take with us to the next world, then it is too important to leave to luck. If that is too otherworldly for your tastes, let me put it differently: if human life is important, then these four years of post-high school liberal arts education which shape in part the manners and tastes of a lifetime ought to be programmed carefully, consciously, and wisely by those whose experience and training equips them for this serious process with due consideration to the talents of the student. When institutions of higher learning offer a smorgasbord of courses and allow the student to pick and choose with almost no guidance in the name of liberty, these institutions confuse liberal education as the education one freely chooses with liberal education as the education which makes one able to enjoy the freedoms of the only self-conscious animal. We do little good in liberal education when we do not set definite goals for the whole process. The establishment of these goals is not a departmental matter; it should be the concern of the entire academic community.

Until we set goals for our program of higher education we act as though we thought the educational process were automatic. But the process is not natural, and it is too important to leave to luck or to the haphazard. And without goals we cannot know that we do any good.

How often we delude ourselves in education. We teach the syllogism, truth tables, and first order calculus, and we believe we are training the student to think critically. We teach history and government, and we assume our students are learning citizenship. We read and talk about literature, trusting the students will from this exposure learn to write clearly and effectively. We teach facts, but think we are training in wisdom. We dispense information, and then wonder why the students do not attain enlightenment. And when we measure our student's ability to think, to perform as citizens, and to write, we conclude we do little good. If we are to know we do good, we must set definite objectives in our educational program, and we must test our performance against those objectives, not against the objectives which are verbalized beautifully in faculty committee meetings but never make it to the classroom.

III. The goals must be measurable.

My third point is that the goals of general education must be measurable if we are to know that we do some good. Please note, I am not saying that the goals of education must be measurable; I am saying that if we are to have the comforting assurance that we do some good, then the goals must be measurable.

Again an educator can become caught between the desirability of measurable goals and the desirability of goals which may be unmeasurable. If he wants to know that he does some good, he settles for the former. In order to know we do good, we have to settle for the goals we can measure, but the measurable goals may not be the goals we ought to set in general education.

At the other end of the spectrum of measurability consider the educational goal suggested by the French paleontologist Teilhard. The educator, he says, is "an instrument of Creation." Through him an ontogenesis takes place, i.e., an individual self is created, and progress is made toward some sort of collective personality in which the individual acquires a degree of consciousness of mankind as a whole, a consciousness which Teilhard calls "the Omega point." Hence, the educator, whether hsi subject matter be literature, history, science, or philosophy, will constantly live with the Omega point in mind and will constantly strive for its realization. A passionate faith in the splendor of Omega point aspiration will be the flame which illumines his teaching. If Teilhard's Omega point has any relationship to Plato's Form of the Good – and I think it does – then I thrill to his vision of the educational enterprise; but I do not know how to measure progress of my students toward the Omega point, and I am therefore condemned to the conclusion that I cannot know that my teaching does any good.

IV. The goals must be attainable.

This leads to the last point. If we are to know that we do some good, we must set goals that are attainable. This seems obvious. Our fundamental pragmatism rebels against a quixotic fighting the unbeatable foe or dreaming the impossible dream. We need to be idealistic to teach, but we do not need to be visionary. If we are to know we do good, we must define that good within the limits of possibility. At least so we tell ourselves in our moods of cool rationality.

Agathon (The Good) is the Form of Forms; *arete* is the standard for the human person. How can *arete* become integral in the ongoing life of the individual? The conclusion to which Socrates is pushed by Meno's persistence is that human excellence is not the result of natural growth and it is not the result of instruction. Rather it is linked with the practice of excellence, yet it is not the result of the practice. Here Plato got himself into the same sort of bind Aristotle reached when he said that only the good man can do good, and also that the good is only that which the good man can do. But which is prior ontologically and chronologically, the good man or the good act? Aristotle's and Plato's conclusions are identical. It is through practicing the life of *arete* that *arete* dawns upon the soul. Human excellence cannot be taught, but individuals can be taught to recognize human excellence, and they can be taught how to do the acts of human excellence, and then – perhaps – in the language of Plato *arete* itself may come "as a gift of God." *Arete* cannot be taught, but the seeking of it can be taught.

We can teach the plays of Shakespeare to our students, but we cannot teach them to appreciate Shakespeare. We can guide students through the Iliad, but we cannot insure they experience that elevation of spirit which comes from an insight into the wonder of Homer's Greek. We can teach European history, but we cannot make them feel the pulse of the Europeans as they struggle for self-determination. Skills can be taught, but not tastes, attitudes, and appreciations. We can provide exposures; we cannot insure responses.

And so – in proper Socratic fashion – we come to an unsatisfactory conclusion. Of course we can know we do some good – if we but define our good in goals which are measureable and attainable. Those with tests and measurements sort of minds, with computer minds, with minds obsessed with grafts and charts

may define their goals so they can console themselves with the good they do. But those who have caught the Platonic vision must recognize that there are no infallible ways of determining if they do any good. They must bolster themselves with ringing words like those of William James at the close of his essay, "The Will to Believe": "Each must act as he thinks best; and if he is wrong, so much the worse for him . . . Act for the best, hope for the best, and take what comes." Confucius, the greatest teacher China has produced, was, according to one of his students, a man who taught not because he believed that teaching was right. Perhaps the value of our teaching in liberal arts education is in the doing rather than in the results. Jimmy's conclusion may be the correct one. Maybe we can't see that we do any good. Yet we teach with the hope expressed by Plato that "after long-continued intercourse between teacher and pupil, in joint pursuit of the subject, suddenly, like light flashing forth when a fire is kindled, it (the devine enlightenment) is born in the soul and straightway nourishes itself." When the insight comes, we rejoice; when it does not come, we write essays on educational theory.

Troy Organ
Department of Philosophy
Ohio University
Athens, OH 45701

INFORMATION FOR PROSPECTIVE CONTRIBUTORS

The *Journal* encourages submission of material for any of its sections by faculty, staff, administrators and/or trustees of any of Ohio's community, general and technical, junior, regional and technical campuses. The Journal is particularly receptive to articles of general professional importance in the areas of administration, instruction, and baccalaureate or technical studies for two-year institutions.

There are fifty solicitors of editorial material listed here. Contact your campus solicitor or one nearest you to inquire about submitting a specific manuscript.

Manuscripts must be typed double-spaced and of approximately 1,000-3,000 words in length. All submissions must be accompanied by a stamped self-addressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8½ x 11 paper. The name and address of the contributor should be on the back of all art copy.

Editorial Policy:

The *Journal* is not responsible for manuscripts or materials lost in mailing nor is it responsible for returning items not accompanied by a stamped, self-addressed envelope.

The *Journal* reserves the right to edit manuscripts to meet its needs and objectives. Where major revisions are necessary, every effort will be made to clear the changes with the author.

Submission deadline for the next *Journal* is December 1, 1979.

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- —Professional Liability Insurance of $300,000.
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- —Collective political input into higher education for the State of Ohio
- —A way of significantly influencing the directions of two-year education
- —A newsletter to inform members of the proceedings and activities of the OATYC
- —A journal for consistent exchange of scholarly views and concepts
- —A yearly conference for fellowship, business & learning

PURPOSES:

1. To provide an organization in which all groups related to two-year colleges (administrators, faculty and support staff) can discuss mutual problems and act to resolve them.
2. To foster cooperation and communication between member institutions.
3. To provide a representative voice giving the viewpoint of two-year colleges to the Ohio Board of Regents and the State Legislature.
4. To identify and improve the status, prestige and welfare of all two-year colleges in Ohio.
5. To cooperate with other Ohio agencies, organizations, colleges and universities in research and activities that promote the effectiveness of higher education in Ohio.
6. To promote articulation among the institutions of education in Ohio.
7. To take such action as will increase the contribution of the two-year colleges to the total education processes in the State of Ohio.

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- Plan A. I am enclosing $10 for regular membership dues for 1980.
- Plan B. I am enclosing $28 for 1980 dues and $300,000 classroom liability insurance (3 yrs.) coverage.
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OATYC

OHIO ASSOCIATION OF
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Help us Help You: Contact your campus solicitor

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OATYC JOURNAL

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8:30- 9:00	Registration, coffee and doughnuts
9:00- 9:45	OATYC business meeting and election of officers
10:00-12:30	Workshops
12:30- 2:00	Lunch and speaker
2:00- 5:00	Workshops
5:00- 6:00	President's reception
	Adjournment

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OATYC JOURNAL

VOL. V NO. 2 WINTER 1980

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Let's Do It Together: Join Us!

THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

JOURNAL

OF THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

VOL. V No. 2 Winter 1980

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COMMENT

Sharon Darmofall

A NEW ERA FOR OATYC

Sharon Darmofall
OATYC President-Elect

As this edition of the *JOURNAL* goes to press, your officers and board are assessing the organization's vitality. We realize the need to increase our membership. We realize the need to strengthen our financial status. But we must consider what we offer our membership, since a professional organization justifies its existence by serving its members. And that service must be unique.

As president-elect of OATYC, I am directing my attention to the fall conference, to be held on November 7, 1980 at the Lorain County Community College, Elyria, Ohio. I would like this year's conference to mark a turning point in the history of the OATYC.

As you know, however, a conference is never the work of one person, and its success is contingent upon presenters who are willing to share their ideas and experiences, and on the involvement of the membership.

To insure that this year's conference deals with subject matter of interest and relevance to you, I make this letter the first OFFICIAL CALL FOR PROGRAMS FOR THE 1980 CONFERENCE. All two-year college faculty and administration are invited to submit conference ideas, or papers/programs to me. Please make sure I receive them one month from the publication date of this issue of the journal. From the initial submission, a conference structure will be developed and a second call for programs will be sent to all two-year colleges in Ohio.

Your officers and board are thinking new directions for OATYC, and we need your commitment to give our organization a new vitality, in a new decade.

Sharon Darmofall
President Elect, OATYC
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Lorain County Community College
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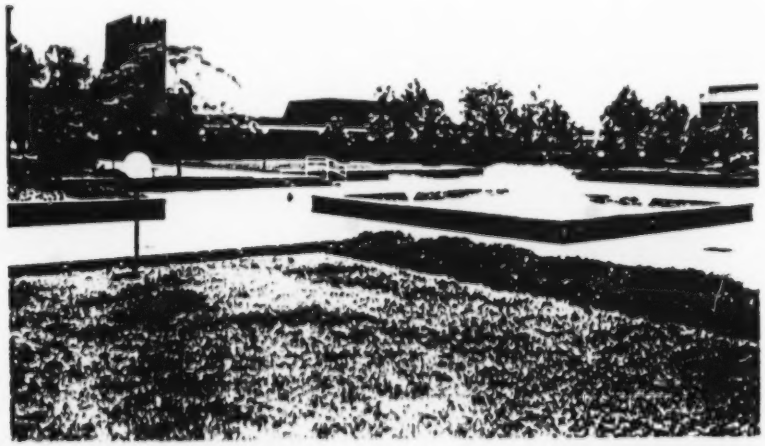
TEXT

FOCUS: LORAIN COUNTY COMMUNITY COLLEGE PROVIDING 15 YEARS OF TIMELY EDUCATION

Terri M. Frederick

Each edition, the JOURNAL features a two-year college campus in Ohio. This issue takes you on a visit to the Lorain County Community College, Elyria. The Lorain County Community College was the first community college in Ohio to develop its own permanent campus.



LORAIN COUNTY COMMUNITY COLLEGE'S courtyard is the scenic center of the 250-acre campus site.

When speaking of educational milestones in the State of Ohio, Lorain County must be the place where the discussion begins. The first community west of the Alleghenies to establish a high school was Elyria, county seat of Lorain County. Elyria is also the home of Lorain County Community College, the first community college in Ohio to develop its own permanent campus and in 1963, the second community college chartered in the state with the second largest community college campus.

The LCCC campus is easily accessible, not only to residents of Lorain County, but also to residents of western Cuyahoga County, Medina County and the counties adjoining the West boundary of the county with the rapidly expanding network of major interstate highways, including the Ohio Turnpike.

Lorain County Community College is presently celebrating its 15th anniversary with over 6000 full- and part-time students on campus and continues to

uphold its mission to provide, within statutory definitions, easy access to a broad spectrum of learning experiences tailored to the needs of the College's constituency at the lowest possible cost consistent with quality results.

To sustain this mission, Lorain County Community College provides diversified comprehensive educational opportunities, with emphasis placed upon both baccalaureate and career oriented curricula and courses. This publicly supported College is fully accredited by the North Central Association of Colleges and Schools.

Baccalaureate oriented programs are offered at the College for those students who plan to continue their education at four-year colleges or universities and who are interested in Liberal Arts or in fields such as business administration, education, engineering, medicine, and law. The excellence of LCCC's baccalaureate program is evident through the increasing number of colleges accepting blanket credit from students who have completed the Associate degree requirements.

The College Career programs which lead to a two-year Associate degree offers specialized study in 25 occupational fields in the areas of business, engineering technologies, health, and public service. These programs are designed to prepare students for specific career employment opportunities.

In a continuing effort to fulfill the needs of the community, the College recently added a new Associate degree in Technical Studies. This new degree is unique in that students will be given the opportunity to present their life experiences for credit evaluation. The new programs under this degree are Labor Education and Nuclear Medicine Technology.

The Labor Education program, a joint program by LCCC, The Ohio State University Labor Education and Research Service, and Organized Labor of Lorain County, is designed to broaden the student's understanding of the organized labor movement and to acquire the necessary skills for active and successful participation in organized labor.

The most recent program addition in a new medical specialty, is the Nuclear Medicine Technology program. This is a joint program with The Nuclear Medicine Institute of Cleveland's Hillcrest Hospital. The didactic hours are taken at LCCC while the clinical hours are provided at the hospital.

The College also offers a Certificate of Proficiency program, generally a one-year course of study for those students with very specific occupational goals in 13 areas of specialized study. The programs include Chemistry in Industry, Fire Science, Machinist Training, Manufacturing Supervision, Medical Assisting, Office Assisting, Police Science, Practical Nursing, Quality Control, Real Estate Title Industry, Savings and Loan Education, Secretarial and Surveying, and the newest added program, Respiratory Therapy.

LCCC's statement of purpose provides that the College will "respond to the educational needs of the community not only through traditional offerings, but also through programs, seminars, special events, association with area industry, business, senior citizen groups and community organizations."

One example of finding new ways to serve the community needs is the availability of weekend classes along with the once-a-week offerings. In addition, LCCC has adopted a molular program which for now, is utilized only in the Industrial Technology program. This self-paced, non-traditional program allows students to learn in their own flexible time schedule. These unique delivery systems for meeting educational goals have shown enrollment far in excess of early predictions, thereby necessitating the College to further explore the non-traditional modes of offering coursework.

The College's program with the U.S. Steel Corporation is still another example of the services offered the community. The U.S. Steel program, financed by the corporation, is designed by College and U.S. Steel personnel and is tailored to meet the particular training needs of the corporation.

As another effort to serve the needs of its students and the community, Lorain County Community College's Community Education Division offers programs termed "continuing education" or non-credit. Because of the division's innovative nature it can quickly access and respond to the education needs of the community. Workshops, seminars, health occupation continuing education, and special training for business and industry are offered by the Division in cooperation with civic and professional groups, labor organizations and business and industry.

The Community Education Division also sponsors a "College For Kids" enrichment program for gifted learners in grades 1 through 8, offered on Saturday mornings, which stresses a collegiate learning experience in a college atmosphere.

Over the past fifteen years, LCCC has grown to include nine permanent buildings on the 250 acre campus, representing an investment of well over $25 million. The College was recently honored by receiving first place in the Cleveland Landscaping Award Competition.

THE STOCKER HUMANITIES AND FINE ARTS CENTER, the College's newest building presently under construction, will house instructional classrooms and a 1,000 seat auditorium.

The Stocker Humanities and Fine Arts Center, LCCC's tenth building is currently under construction and will tentatively open in Spring 1980. This building will be the largest instructional facility on campus and in addition to classrooms and offices, it will contain a 1,000 seat auditorium for the performing arts. This unique building will allow the College, through the use of revolving turntables, to divide the auditorium into three lecture halls for use in its daily educational programs.

Completion of the Stocker Humanities and Fine Arts Center will be a valuable asset, not only to the College, but to the community as well. The center is expected to become the hub of the cultural activity in Lorain County, serving all the residents of Lorain County.

As LCCC completes its 15th year, the College is justly proud that it has achieved full institutional maturity and respectability in such a relatively short period of time. The major challenge facing the College for the future is that it never lose sight of how it did it; namely by making service to the citizens of Lorain County the College's number one objective.

Terri M. Frederick
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TEACHING AS A MEASURE OF ITS OWN SUCCESS —ACADEMICS WHO STAY IN THE CLASSROOM

Clara M. Frazee and Sanford R. Kahn

The "independents," those who see classroom teaching at the university level as separate but equal to administration and refuse to condone teaching and scholarly or creative output as merely a stepping stone to administration, may be coming into their own Eden, or Grove, with the renewed emphasis on recruiting students and trying to prevent student wastage. What unions could not do, student reaction to neglect and a natural decrease in enrollments have accomplished. Declining enrollments brought about the realization that unless teachers are as respected as administrators and given salaries parallel to those of administrators, the loss of students who see themselves as only incidental, as well as the natural loss in enrollments, would eventually create a drop in faculty numbers and in administrative positions as well. Money talks, lost jobs mean lost money to academic administrators, and now students and faculty have new status. They are wanted because they are needed.

Colleges and universities will now have to put this new recognition into acts that guarantee teachers the real peer, administrative, and community respect that teachers who work closely with students and involve them in their scholarly pursuits deserve. An atmosphere that will attract earnest older students and maintain the students enrolled takes, or should, all the extra hours teachers have in the past been expected to devote to "university business." Instead of rating teachers on their visibility in "university business," teaching faculty who do not intend to move into administration should be allowed to limit the time spent on "university business" committees. Teachers who prefer to remain in the classroom and write should be respected for their visibility within their discipline. It is much preferable that they serve community groups or participate in other outside ventures which are related to their disciplines or give them an opportunity to broaden their interests, to find new ways to apply the knowledge they use in the classroom. For teachers who prefer the classroom to the unrelated "business" work of the university, it would be a heaven-sent situation to limit the committee time and not suffer the disrespect of administrators, peers, or community associates who now want to know what one does beside "just teaching those kids." And should such time be limited, "those kids" will be the ultimate benefactors whatever the reason for the new attention they will receive.

Ideally, we should begin to see teaching respected for its own worth solving

the problem of having what are basically business concerns as opposed to academic issues thrust upon faculty who make judgments without the managerial expertise or technical training necessary for the decisions with which they are required to cope. Different skills and experiences are required for managing, for making personnel decisions, for teaching. Though committee exposure is valuable, the committees which gain the most publicity are those dealing with the "university business," not the academic arena of an academic career. One cannot deny that decisions regarding curricula, promotion, and tenure remain the domain of the faculty and should only be made by faculty committees. It is, however, the broad periphery of other routine administrative chores that are time consuming, of little or no interest, and, often demeaning, from which faculty should be released.

There are, realistically, academics of two types; academic administrators who come from the faculty ranks and from which we would want them to issue and academics who are going to remain in the classroom and write, speak, teach, and use techniques basically different from those of educational managers. As it is, faculty committees are now often used as a substitute for administrative responsibility in the managerial process. They give lazy, affiliative administrators a means by which they don't have to pass judgment on the human frailties of other administrators.

Further, unions would be unnecessary if teaching is to be professionally recognized, for the very existence of a union indicates a massive breakdown in communications between the faculty and academic managers who should administer on their behalf, making them use the force of numbers and physical withdrawal of the most precious thing they contribute to, ironically, make administrators aware of their professional presence. We should, as rapidly as possible, go back to the old-fashioned model of having cooperation with teaching personnel as opposed to even dedicated faculty having to accept a quasi-administrative post to make a respectable salary and assure themselves of the "perks" of being on the "administrative team."

To further enhance the academic teacher's existence, the usual promotion process should be modified so that it is earned and presented, not something for which one fights and which, like the grievance process, is supposed to benefit the teacher but only creates an undertow of emotional misery which makes faculty forego the pleasures of their teaching and writing to use punitive devices serving as "democratic process." The core solution is for administrators to again stand in judgment of one another and stop using hazy faculty advice to avoid making a real decision based on experience and knowledge. When the process requires that administrators begin trusting, evaluating, and criticizing one another's judgment and avoid the current use of faculty qualifications as the "agent of battle," faculty will again be returned to their role of teachers respected for their ability to teach, work with students, and disseminate the fruits of this interaction.

If administrators and faculty must diminish the percentage of monetary increments, and it is obvious that money is in short supply, administrators could present to faculty amenities that enhance their productivity. Efficiently arranged teaching schedules, fewer teaching hours to teach, more time for visiting colleagues' classrooms, better evaluation such as videotaping classroom performance, increased interaction among teaching faculty in nearby lounges frequently kept locked are basic necessities. Instead, evaluations are set up for promotional purposes, schedules are often set up for the benefit of not the academically productive faculty member but for the convenience of those who do the "university business." Those who write and research alone are seen as not really participating, often expected to teach odd schedules to permit faculty mothers a better schedule, and chastened for their failure to be more "collegiate," more "involved," more visible on the everlasting budget committees.

Faculty could also be given the very assistance that administrators take for granted. A teacher is expected to teach and write without secretarial help, using left-over and obsolete administrative equipment or equipment already used to death by students. It is one of the most believed lies in the world that teachers and writers in universities turn out monographs slowly because of the cerebral process. The real reason we do our work so slowly is because much of the work we do is work for which we are not qualified. At least 25% of every academic teacher's time is spent in secretarial or clerical work for which the academic is under-employed – work that could be easily done by access to the modern equipment of administrative perogative. It is odd, really thought provoking, that when an academic becomes an administrator, he suddenly becomes efficient but doesn't recall how as a faculty member he spent hours and hours typing, filing, filling in multiple forms – knowing full-well that administrators were in error with the distribution of necessary clerical assistance that good teaching and writing requires. If faculty are to be efficient at the job for which they were really employed, they must be removed from the ranks of the magnetic typewriters and computer terminals which could permit doing the jobs for which years of expensive and, often, still financially unrewarding study has prepared them. If administrators want to help teachers, they should provide personal and mechanical assistance as they do for themselves and encourage faculty in using the most modern equipment available rather than making a false savings which impedes the teaching and researching process.

Though one must be grateful that this change will be brought about and will benefit the fewer students now attending universities, it is only regretful that in the past when we were teaching the parents of the present students or those who will be using our continuing education facilities that faculty, of necessity, left with these very persons upon whom we depend for our best publicity a particularly bad image of teaching faculty. Ages ago it seems, medieval students hired and fired their teachers; now, as we find there is nothing new under the sun, we again find students sitting in judgment, their absence and reaction affecting even the most multi-faceted of our educational bureauracy, again very realistically hiring and firing faculty and academic administrators who do not serve but use learners.

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AN OVERVIEW OF SECRETARIAL PROGRAMS IN COMMUNITY AND TECHNICAL COLLEGES IN OHIO

Joan Wilkinson

Recently while researching 30 secretarial programs in approximately 50 community and technical colleges in the state of Ohio, I learned that the offerings in these technologies are no longer stereotyped, but are more varied and stimulating than ever before.

In addition to the standard Typewriting I, II, III, Shorthand I, II, III, IV, Transcription I, II, Machine Transcription I, II, Business Math, Accounting I, II,

III, Introduction to Business, Business Communications, Business Law, and Office Procedures courses offered, as in the past, courses such as the following are now required or offered as electives: Office Management, Records Management, Principles of Supervision and Management, Personal Development, Human Relations, Industrial Psychology, Introduction to Data Processing, Technical Writing, Word Processing, Public Relations, and Certified Professional Secretarial Review courses.

Approximately two-thirds of the schools offer legal and medical secretarial courses or programs. These courses include Legal and Medical Terminology, Legal and Medical Office Procedures, and Legal and Medical Machine Transcription. Some of the schools offer specialized shorthand courses as well.

Office Machines courses have been expanded to include the techniques, processes, and operations of the memory typewriter, mag card machine, MTST, composer. Word Processing courses being offered define word processing, duties performed, types of equipment used, various career opportunities, production of letters, reports and business data.

Fifteen of the 30 colleges offering secretarial programs list Office Management as a course in their curriculums. Nineteen of the 30 colleges have Records Management as a separate course in their curriculums. These courses place an emphasis on the principles underlying the effective management of records. Included are the criteria by which records are created, stored, retrieved, retained, and disposed of; procedures for the operation and control of manual and automated storage systems; clear-cut rules for alphabetic indexing, principles for selection of records, personnel, equipment, and supplies.

Introduction to Data Processing courses offer an introduction to computers and their application to management and operations of business; data processing concepts and terminology; the basics of computer programming; an emphasis on the impact of computers in society.

The psychology courses required today are more personal and job related. The following courses are examples of this: Personal Development, offered by Belmont Technical College, directs the individual in the art of self-improvement by emphasizing the physical, intellectual, emotional, and social dimensions of personality. Central Ohio Technical College offers Psychology of Human Behavior, which includes the consideration of human behavior problems and an understanding of oneself; psychological concepts and principles in life situations; motivation, prejudice, personality, perception and emotions, frustration and conflict, abnormal behavior, drugs, alienation, social attitudes, behavior modification, etc.

Technical Writing courses are offering a study of basic forms of technical reports (formal and semiformal), manuals, articles, and memoranda and are requiring students to submit several research papers.

Several of the colleges have internships during the summer months for which students are given credit. The students are required to have sophomore standing in their specialized area and are required to work a minimum number of hours per week in an area related to their technical field of study.

North Central Technical College offers different options for students having one or two years of secretarial courses in high school. Special Problems courses are offered students giving them the opportunity to review current practices, problems, and trends in secretarial areas.

Approximately a third of the colleges offer one-year certificate programs and several are now offering two-year Office Administration and Office Services programs.

After studying the trends and offerings of other Ohio colleges, the University

College of the University of Cincinnati has approved two new programs – an Office Administration Program and an Administrative Secretarial Program. Another two-year program, Information and Records Management, is still under consideration.

This study has also brought about a new course offering this year in U.C.'s University College – Professional Development for Women. This course includes self-awareness, values clarification, goals for self-improvement, time management, setting priorities, job opportunities, career decision making, personal and professional communications and relationships.

This overview points out that Ohio's community and technical colleges are expanding their offerings to challenge students and broaden their knowledge and skills and that more options are available to those students entering secretarial programs with some background in secretarial courses and for women returning to update or increase their secretarial skills.

Joan Wilkinson
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GENERAL STUDIES AND THE TECHNICAL STUDENT

Richard Halstead

In most two-year technical college catalogs there is a statement of objectives and a rationale for what is usually called the General Studies program. Unfortunately, even the best of them tend to explain the content and objectives of the curriculum in terms more likely to appeal to teachers and administrators (who may be the only ones reading the catalog anyway) than to students embarking on a two-year technical program. Students who are entering college feeling a bit skeptical about the probable return on their time and money investment.

The standard rationale is usually couched in phrases like ". . . teaches effective thinking," ". . . enhances ability to make value judgments," with references to social and cultural awareness and good citizenship.

To me, a teacher of communications in a two-year technical college, that sounds reasonable; it complements my assumptions about what higher education should be. I received my formal education at a time when most college students accepted (sometimes grudgingly) the notion that a future accountant or engineer needed at least a fifteen credit hour soaking in the Culture Tank. Experience has taught, however, that few of today's technical students find it easy to believe that all this esoterica is somehow going to make them more effective technicians or business people.

We must learn to explain to our students in very immediate terms how this experience applies to their careers. A useful approach, especially to students in the "hard technologies," lies in accurately characterizing the relationship between technical education and the rapidly changing world of technology, the so-called Real World experience for which they are preparing.

It is generally understood that technical colleges must stay apace with current technology or die, meaning they must continuously update the hardware, the learning techniques and the field-related communications and math skills. It should also be realized by both educators and students that no matter how

quickly we make these adjustments, the dizzying pace of technological change will soon render the adjustments obsolete.

The only constant the student can expect out there in the Real World is change; and that is where those general studies skills become extremely relevant. Programs that offer broad rather than specialized analytical skills, that teach something about the nature of language itself rather than a narrow vocabulary which becomes irrelevant when the next generation of computers comes out of the nursery, are truly survival education. The skills (and the person who acquires them) endure because they are flexible.

The idea we must convey is that to be a successful specialist one must also be a generalist. The message is pretty simple; become overspecialized and one is risking extinction. Just ask someone who used to be an aerospace engineer for N.A.S.A.

Obviously, it's not enough just to write a better catalog blurb. Although the student should be getting the message consistently from all sources, from technical and general faculty members, from counselors and administrators, I suspect that the technical faculty can be most effective here because they carry a higher credibility rating with students and are close enough to the various technologies to make the value plain and immediate. The job, however, is not exclusively theirs, it is a job for which we all share great responsibility.

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INTERDISCIPLINARY SOCIAL SCIENCES: A PILLAR OF GENERAL EDUCATION

Lloyd Monnin

This title may to many seem rather revolutionary. Many may see it as based on a number of assumptions, if not presumptions. To many, it may seem to involve sufficient generalizations to qualify as a slogan, and slogans, by nature, are to promote change or movement, not light paths. Allow me to clarify -- and try to shed some light.

All are aware that the social sciences, now less than two centuries old, include "any of the several related sciences that objectively study and analyze the significant aspects of human social behavior." They would essentially include sociology, political science, economics, cultural anthropology, social geography, population studies and social psychology. Many social scientists would include physical archeology. These areas of education that deal with the social contexts of learning and the relation of the school to the social order are commonly included as well. History is frequently considered a social science as well as one of the humanities since its techniques and distinctive insights pervade both areas.

All are aware that the social sciences received their real impetus and disciplinary identity in the aftermath of the two great revolutions, the political/democratic and industrial. In the last quarter century the term, "Behavioral Sciences," has come into vogue to designate all or a select group of the social sciences. The term "social studies," on the other hand, refers more to formal education and the teaching-learning processes and, as such, refers to a part of a school or college curriculum concerned with social relationships and the functioning of

society. They usually include courses in history, government, sociology, geography and other similar courses.

But even as Cardinal Newman was completing his masterpiece on liberal education in 1852, *The Idea of a University*, the political and economic base -- and consequently the social base -- on which this education seemed to depend was being eroded. The political revolutions of France and America which were to trigger others were all signs of the demands for an increased democratization of power. The Industrial Revolution, which began in England, initiated processes which were to provide more freedom from work in societies where everyone worked. View, if you will, these changes as they are compounded and aggravated by the new American philosophy of pragmatism which required even the liberal arts to demonstrate their value by immediate usefulness.

Thus, the influence of the philosophy of Pragmatism, the persistent effects of the Protestant work ethic, the influence of the German Universities, the wealth of American natural resources coupled with capitalistic competiveness brought about several changes in college education. More and more went to college, the traditional liberal arts programs became problem-oriented, many new programs having a vocational slant and goal were initiated, and finally, the system of course electives was introduced. This latter system evolved to the point where, by the end of President Charles Eliot's long tenure at Harvard (1869-1909), a student could literally take any course or courses he chose under the elective system.

Thus, we might say the erosion of the liberal arts was complete. All courses were of equal value; there was no superior learning. The Renaissance man became an oddity of the past. Students packaged programs consisting of their own preferences; professors built security for themselves by greater and greater specialization in their research and the esoteric courses they designed. The pendulum had swung to its farthest point -- away from the liberal arts -- and in opposition to the argument most logically alledged by the late Robert Hutchins.

It should be noted at this point that the social scientists involved in disciplines concentrating primarily on research and investigation are no more inclined to be interdisciplinary or cross-disciplinary in approach than are social science/social studies instructors. Specialization and the piece-work mentality has not been limited to the industrial world; the great cadre of researchers involved in the many facets of social investigation as well as their academic counter parts, all experience circumstances which prompt them into progressively narrower fields of research and teaching. Most persons tend to study (do their research) as well as instruct in a manner like unto that in which they were taught. It is easier to narrow the area of specialization than to broaden it. It is somewhat of a truism today that we personally "know more and more about less and less." This increased specialization exacerbates both the problems of communication among researchers and integration of learning by students.

But what does all of this have to do with General Education? And, you might ask, what do you mean by General Education? And how does General Education differ from its progenitor, the Liberat Arts? Allow me to review briefly the history of these two. The liberal arts had their origin with the Greeks and the beginnings of formal education. Slave labor made possible a condition of leisure for the elite. This elite engaged in the pursuit of learning. It is no accident that the Greek word for leisure, oxoha, became the Western word for school (e'cole, escuela and Schule). The trivium and quadrivium provided for centuries the core of education for the liberated (those freed from the burdens of labor) and those preparing for the professions of the ministry, medicine, law and politics. He

argued most consistently that if the liberal arts is the education most appropriate to free citizens, then in the light of the success of the 18th century political revolutions which have made all citizens free, everyone should have a liberal education.

It was at this point that the pendulum haltingly hesitated in preparation for a reverse of direction. There were many concerned about the absence of any common learnings among college offerings. President Lowell, Eliot's successor at Harvard, initiated a distribution system, later to become prevalent in most American colleges, which required lower division students to choose courses in each of the major areas of learning: the humanities, social sciences and natural sciences. References to common learnings became more and more frequent; students were required to earn majors and minors. By 1918, for instance, in Columbia College's undergraduate curriculum 1/3 of the program was prescribed, by 1938, 1/2 was prescribed.

It was not until the early 1930's that the term "general education" came into vogue. Many were unsure what general education involved. Certainly, it involved common learnings and hopefully a means of reinstating and reforming liberal education. We are all acquainted with the programs at Harvard, Columbia, University of Chicago, St. Johns and numerous other institutions. Where the liberal arts programs had a base of "rationalism", general education was devoted, in the words of Harold Taylor, to an orientation of "instrumentalism." General Education is more concerned with the learner and the learning processes than with content; it places emphasis upon behavior and social usefulness as well as intellectual development. It is a manifestation of the democratic spirit in higher education.

Several factors gave rise to the necessity of reforming General Education even before its original shape had crystalized.

1. The knowledge explosion, which not only made the Renaissance Man an impossibility – gave the academic world added reason for multiplying courses. Note, I did not say disciplines.
2. Work itself has undergone a transformation. Since the scientific revolution and all of the technological advances it made possible, many new jobs and types of work have surfaced and they along with earlier forms of work have taken on a theoretical base such as to require formal training and preparation and to give them, and those who practice them, a new status of intellectual respectability.
3. We have witnessed the origin and rapid increase in the number of Jr. Colleges, Community Colleges and two-year Technical Colleges – in that order.
4. We should note also the increased emphasis upon vocational and technical training at both the high school and junior college level coupled with the advent and popularization of the Associate degree, especially that of Applied Science and Applied Business.

These factors, and others, have necessitated changes and a reformation of General Education, particularly as it is to be included in two-year vo-tech based institutions and programs. Some of these changes which must be made in General Education are the following:

1. General Education must seek to cultivate the ability to use knowledge – and in true boot-strap fashion, almost before it is acquired.
2. General Education must become a unifying element in our culture – keeping in mind that a society's approach to work, as well as its knowledge, is basic to its culture.

3. Since constraints of time frequently do not allow for requiring a core of courses in the social sciences, natural sciences, and humanities, it becomes desirable, even necessary, to look to the development and offering of sound interdisciplinary courses in each of these areas, – and there is my pitch!
4. General Education can only be achieved by individuals, and must make sense for them. No one integrates learnings for us.
5. General Education must be general in two senses:
   a. in that it links the individual with his fellows in some shared knowledge and values, and,
   b. in that it serves him well in a number of different life situations.
6. General Education should develop the capacity to go on learning and adapting oneself to change without casting aside one's convictions. This capacity is a more important ingredient of general education than any particular content one may have learned.
7. Our General Education, like its revered ancestor, the liberal arts, should not seek to prepare one to do some specific thing, with the hope, however, that he will be more able to do anything well.

And finally allow me to add some reasons why it is advantageous to utilize an interdisciplinary approach to the social sciences – and the humanities and natural sciences as well:

1. Time does not permit exposure to each of the separate disciplines – these latter are the creations of academicians for purposes of research and the propagation of the fruits of that research through teaching.
2. Many social science researchers are today promoting interdisciplinary or cross-disciplinary research programs – one becomes a check upon the other. Note the new cross-breed programs: social psychology, psycholinguistics, socio-biology and others.
3. In two-year institutions we are not introducing students to nor faced with selling them on becoming discipline majors.
4. Since most of those teaching social science courses as part of general education programs in two-year institutions, or at the lower division of four-year colleges, have a reasonable background in several of the social sciences, there are sound reasons to believe they would be more effective in their teaching to the extent to which they involve themselves in relating and integrating their own learnings from these separate disciplines. They will with greater probability help students integrate their learnings if they do not present them as disparate parts or entities.
5. Finally, in the judgment of many today, and particularly, when we are concerned with the general education of the non-specialists or the general education aspect of even the content specialist, there are good reasons to believe that approaches, which look to the modes of human experience, and the nature of the human mind, might be more productive than those focusing on disciplinary content. In short we should be looking to the nature of the learner and the processes of learning more than specific historical patterns of arranging that which is to be learned.

For these and other reasons, I believe that the interdisciplinary and cross-disciplinary approaches, which commonly utilize team-teaching techniques constitute a sound base or pillar for the teaching of general education.

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(Paper presented at the annual conference of the Community College Social Science Association, November 2, 1979, Louisville, Kentucky by Lloyd N. Monnin)

PRACTICUM

THE INFORMATIONAL WORKSHOP: A COST-EFFECTIVE APPROACH TO ADULT RECRUITING FOR TWO-YEAR INSTITUTIONS

Monnie Ryan and Dennis Smith

The great increase in adult students has brought with it a number of problems for the two-year colleges and the university campuses – not the least among these problems, adult recruitment. The following article presents Kent State, Trumbull Campus' cost-effective approach to adult recruiting. This workshop approach offers positive results with a minimum expenditure of time and money.

The significant enrollment increase in the percentage of adult students has prompted institutions of higher education to reshape their approaches to recruiting programs. At the same time, economic exigencies have worked to make the allocation of instructional and general funds for implementing new programs a low priority. Administrators simply cannot afford the luxury of expending time and money for trial-and-error approaches to adult recruitment.

Institutions facing similar problems may find the adult informational workshop approach to be a viable solution to the problem. By efficient utilization of existing campus resources, a minimum expenditure of time, energy, and money can provide positive recruiting results.

Why An Informational Workshop?

The primary objective of the informational workshop is to answer for the potential adult student the unique questions that are typically not addressed in college catalogs and brochures. Until adults are presented answers to these questions, their doubts and apprehensions may override their incentive to enroll in post-secondary education. The informational workshop is an effective means of presenting information and career encouragement within a framework of small-group participation that is both informal and supportive.

In addition to providing an excellent mode for information presentation, the workshop serves as a source of feedback to the institution about the needs and concerns of adult students. The use of a demographic questionnaire is valuable in providing a profile of the typical adult student's age, sex, educational background, employment status, etc. The use of a needs-assessment questionnaire is

valuable in determining career intentions and perceived barriers to prior enrollment. Review of the data from the potential students is constructive in determining the best time for scheduling classes and identifying special needs such as child care or assistance with career decisions and course selection.

Has the Effectiveness Been Demonstrated?

The adult informational workshop, titled "TRANSFORMATIONS '79," was initially conducted at Kent State University Trumbull Campus in the spring of 1979. For a total cost of $74.28, the pilot project attracted 53 potential adult students (49 women and 4 men) to the campus. In addition to obtaining important data from questionnaires which will be of value to the campus in planning recruitment programs and support services, several of the workshop participants subsequently enrolled at the campus the next term. Because of the cost-effectiveness and positive enrollment results, future recruitment plans include twice-a-year offering of this type of workshop.

What Points Should Be Considered in Planning?

The workshop should be structured so adults can meet on campus several times to get the "feel" of attending classes. Saturday or evening scheduling appears to be most convenient for adults (consideration might be given to holding two-hour sessions one evening a week for four consecutive weeks). Another important aspect of the supportive nature of the program is the assigning of several representatives from the campus staff to be present during the workshop sessions to provide positive reinforcement and maintain program continuity.

For the first session, a campus representative should be on hand to register the inevitable drop-ins as well as greet participants. It is also important that equipment such as tables and chairs are arranged prior to the time the participants arrive so that the sessions can proceed uninterrupted.

It is very important that a child-care option be considered. A minimum age limit of two years can be established if there are not adequate facilities for infant care. Costs can be kept at a minimum by utilizing student workers or securing volunteers from among elementary education majors on campus.

A general question-and-answer session at the conclusion of each session facilitates the answering of individual questions. However, keeping in mind that adults may be somewhat reluctant to speak up, especially in a large group, it is helpful to have a list of questions prepared in advance to be used as discussion starters. Serving light refreshments at the close of each session increases the appeal and provides opportunity for informal interaction between participants and campus personnel.

Any registration fee charged should be kept at a minimum so that low-income participants will not be placed at a disadvantage. A fee of $2 per session (with a "special discount" of $5 for attendance at all four sessions) is a reasonable approach. A registration deadline will insure that adequate pre-planning can take place.

A meaningful and attention-getting title should be selected for the workshop. Specific themes of importance to adults should be highlighted. The availability of campus catalogs and brochures, a list of contact persons on the faculty, and/or lists of books for outside reading on selected topics is a bonus.

Since program publicity will be one of the largest expenditures in time and money, it is important that media be efficiently utilized. A descriptive flyer listing a contact person, directions to the campus, registration deadline, and featuring a mail-in registration blank might be placed in strategic centers throughout the community (such as banks and libraries) and bulk-mailed to clubs and service organizations. Reproduction of the flyer in its entirety in news-

papers can be accomplished at a relatively nominal cost. If there is enough lead time, the workshop might be included in Continuing Education publications at no additional cost. Public-service television and radio spots could be utilized, particularly during summer months when subjects are typically in short supply.

What Types of Information Should Be Included?

Among the first problems typically faced by adults when they consider a return to school is a simple lack of knowledge of how and where to begin. Specific entrance procedures should therefore be discussed, as well as the costs involved.

Adults are concerned not only with the methodology of mid-life career changes, but also with the wisdom of such action. The types of degrees offered at the campus as well as job opportunities available upon completion of the respective degrees should be discussed. It is also important that the potential students learn how long it will take to complete a degree on a part-time basis as well as how and where to get help with course selection.

Adults frequently face a myriad of personal problems (spouse disapproval, guilt over home and family, and limited time, for example), particularly during the early stages of their college "careers." Adults who have experienced these problems provide the best source of information for the potential students and could be invited to present a panel discussion. During a question-and-answer session, it is productive to divide participants into smaller groups led by panel members to create ample opportunity to discuss personal concerns.

In order for adults to make objective and informed decisions about college re-entry, they need information concerning the differences among the various types of post-secondary institutions such as technical schools, four-year private and public colleges and universities, and university branch campuses. Printed information collected in advance from additional institutions which offer programs of alternative education (external degree options, for example) would also be helpful.

Adults may have unique needs for financial aid, particularly since the standard forms of financial aid are generally not available to part-time students. Grant, loan, and scholarship application procedures can be discussed, but scholarship and student job prospects that are available to students regardless of their age or enrollment status should be emphasized.

A persistent concern on the part of adults is the uncertainty of their ability to "compete" with younger students. Many adults fear they are too old to learn. To help allay such anxieties, information should be presented concerning courses in developmental education as well as the kinds of help provided to students having academic problems.

Sample topics for workshop sessions might include:

Session I - Types of degrees available; program and course content; and employment possibilities for each type of degree.

Session II - Types of institutions; major differences; special programs available; and alternative education programs.

Session III - Types of financial aid; "how-to's" of enrollment; and support services for academic and personal problems.

Session IV - Identification of potential personal problems; possible solutions; and peer support services and/or organizations available.

Conclusion

One of the most frequently encountered barriers to adult enrollment is a simple lack of information. A successful formula for adult recruiting should include an ongoing program of information distribution designed to provide

answers to the specific questions unique to adults. The informational workshop approach offers positive results with a minimum expenditure of time and money. Institutions of higher education which made a commitment to providing programs of this type stand to reap the biggest share of benefits in the growing adult student market.

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FORUM

WHAT SHOULD BE DONE TO PREVENT TEACHER "BURNOUT" WITHIN THE TWO-YEAR COLLEGES OF OHIO?

One of the most crucial American problems of the times is teacher "burnout." Far too many teachers are quitting the profession. And, the number is increasing at an alarming rate. The JOURNAL's "Forum" examines the prevention of this problem; Dave Anderson and Jerome McKeever of Cuyahoga Community College, West address the issue.

PROFESSIONAL "BURN-OUT"

Dave Anderson

To say that there is a general malaise in academia today is to understate the situation. For those of us who survived successive binges of innovation, relevance, governance, accountability, and mission, perhaps "burn-out" will be only another buzz-word for a few years. (I am too young to have been involved with Sputnick and McCarthyism). Professorial burn-out could be thought of as either a permanent state of moderate psychological depression or a lack of interest in teaching and research.

What are the causes of this state of affairs? As I see it, there are several. I think of them as affecting society in general and academia in particular. Stated differently, academia is burdened by the problems of the larger society while it also has more than its share of its very own problems. As citizens of a heretofore very wealthy nation, we are all concerned about our economy. The forecasters of Great Depression II are having a field day in the book selling business. Inflation, especially the increasing cost of energy, is a very high-priority "problem." It is not, unfortunately, often seen as a symptom. Other nonreplenishable resources are being used up and the euphoria of the 1960's is gone, apparently forever. The upsweeping curves of rising production and consumption have strangely flattened out. In addition to all this, we don't seem to be very close to peace. The events in Iran underscore the fact that we live in a world anarchy. Thus we see economic and political stress while the natural environment is being assaulted to pry out ever costlier resources.

As if all of this weren't enough to stimulate teachers' unions to bargain for unlimited supplies of valium, we have our own set of very serious problems. Many see the new conservatism as a problem or as a threat. It appears that the

taxpayers are no longer awed by higher education. Too many of their sons and daughters have found that a bachelor's degree is not a gilt-edged pass to success and wealth. Too few of us have asserted that it is not necessarily such a ticket – with the exception of such statesmen as Robert Maynard Hutchins. Consequently, there is an element of "taxpayer revolt" in evidence.

This alone is enough to make even tenured faculty blanch. But there is more bad news.

The decline in the college-age group with the concomitant decrease in enrollment is contributing to an extremely low turnover rate in faculty. In another decade there will be a "double generation-gap" between faculty and students. Many of us will be old enough to be not the parents, but the rather the grandparents of our 20-year old students. The mix of ages, interests, and attitudes will not exhibit the diversity that it does today.

Finally, the faculty member is caught in the latest fads and gimmicks thought up by college administrators who are in need of paperwork to justify their positions and placate the legislatures. We are told by these functionaries that not only content, but also testing procedures should be uniform in a given course. It has been stated, for example, that one wouldn't get on an airplane without knowing where the pilot is going – especially if that pilot (the instructor) were wont to improvise. Like so many analogies, this one is weak. Perhaps a more accurate analogy would be that of train travel in the old days. If one starts from New York and travels to Chicago, he does know where he is going – but he has a choice of several different routes, each unique and interesting in its own way. But the original implication, of course, is that the faculty has no sense of direction. The administration, in its munificence, will provide the needed guidance.

That's where we are. But what should we do? Some things, such as grey hair (or worse, no hair) cannot be controlled except superficially. Other problems, however, can be ameliorated. I would offer a few positive thoughts. First, a clear realization of our economic position is in order. We are likely to slide backward toward a state of genteel poverty, but not without a fight. Secondly, let's turn around the procedure of rewarding scholastic mediocrity in our students. Let us realize that we are competing in the marketplace, and that many buyers heed the motto, "It pays to buy quality." And what is quality? I find it easier to exemplify quality than to define it. Quality is expecting correct grammar, spelling, and punctuation in written assignments in courses other than English 101. Quality is demanding that work be turned in on time. Quality is being available for consultation with students at convenient times for the students. Quality is devising as fair a grading procedure as possible, explaining it to the students, and then sticking to it. Quality is being sympathetic and understanding with students without being lax with course requirements. Emphasising quality will do more for us than looking for non-traditional students (not that that shouldn't be done, too). Quality does exist and is important even though it is hard to define and harder to measure.

In short, we should try to save ourselves from the dreaded "burn-out" by making a productive game of teaching – trying to get the information, concepts, and skills into the students' heads with the greatest possible effectiveness. We can take occasional graduate school courses and attend seminars, at our own expense if necessary. We can devise our own plans of reading and study. We can, in some cases, consult on a part-time basis to stay current as well as to place ourselves on the salary schedule where we "should" be based on the optimistic expectations of a decade ago. Then perhaps we can convince the administrators to leave us alone and the taxpayers to recognize our contribution to society in general and to their young people in particular. If these thoughts seem overly optimistic, perhaps they are. I just don't like the alternative to such optimism.

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THE LUMENS REPORT: PREVENTING BURNOUT

Jerome M. McKeever

In the old days, my college was equipped with dim and inefficient bulbs, a dangerous wiring system, and enough flickering, exploding, and entirely burnt-out lights to keep most everyone in the dark. At least that's how I like to describe the situation I inherited. Actually when I was hired the college was practically brand new and its lighting system was superb. But I inherited a faculty and an administration that were wasting energy all over the plant and rendering ineffectual service to our customers, the students, who were leaving the college in droves. I've turned our energy crisis around, which is probably why they've asked me, Hugh Lumens, illuminating engineer turned college president, to issue this report.

I think I've proved that an illuminating engineer is the perfect college administrator. You see, college personnel – faculty, administrators, support staff – are like light bulbs and the service they provide is comparable to a complicated lighting system that is best supervised by someone with my expertise. An illuminating engineer is a professional concerned with the application of light to the environment. For the twenty years before I came here, I made my money measuring light. I supervised the design, control, operation and maintenance of lighting systems all over the world. Simply speaking, what I've learned about lighting I've successfully applied to the personnel and system here at the college. Let me explain.

Service failure is the nightmare of the illuminating engineer. A burnt-out bulb provides no service, and believe me, when I first came here I was shocked. I found more than a few of my personnel were burned-out, totally consumed by excessive use. There wasn't much I could do with them either, except replace them, which I did while I changed the system so as to prevent any more breakdowns. A bulb burns out, you see, because of the heat created by the current flowing through it. Before changing the system, I confirmed that the typical failure, either faculty or administrator, was a pretty weak bulb in the first place who had been worked to the maximum degree; someone, say, who had last read a book ten years before, performed his duties in the same way every term, and had been threatened by a new generation who created lots of heat. So the first change I made was to replade dozens of burnt-out and dim bulbs around the plant with a few high watt, strategically placed, bright lights. You probably know that it is far more efficient to use one 150 watt bulb than to use ten 15 watters; what's more, that higher powered lamp gives much longer life. Of course, hiring these people cost the college a bit of money initially, and having all these bright lights around sort of dims my presence, but I was hired to provide our customers efficient, effective service. What do I care about being in the spotlight? Besides, translucent lamp shades reflect maximum light. That brings me to my next point.

I make sure that the bulb suits the job. I dimmed weak bulbs and switched

the lamps I noticed flickering. In some cases I gave them smaller jobs to do, and in others I diversified their work. You'd be amazed by the change! Some of these poor folks had worked up their blood pressure to the point where they were ready to burn up trying to do a job they weren't suited to do. Others were not extinguished, even when the current was switched off, like during weekends and holidays. Some even shook on the verge of explosion. By dimming the current, or switching their placement, I've helped most of them extend their useful life here at the college. But these efforts would all be for nought had I not also renovated our wiring.

The wiring system at this college broke more codes than any I had ever seen in a lifetime of inspection. As I view it, college policies, procedures, and curriculum constitute its wiring. I tried to get most everyone involved in the renovation and I've set it up so that an annual summer inspection process insures its upkeep and renewal. Today, faculty are revising their courses, creating new ones, and becoming students again themselves. They are taking required sabbatical years for rest, travel, and research. They are being evaluated by peers, students, and administrators, and I ask that they be measured in the same way I measure light: not only for output but for brightness as well. Furthermore, I make sure the administration sees to it that courses are on-line and available to the appropriate customers. Why, in the old days, prerequisites were ignored, placement testing was random, and assessment practically nonexistent. People who couldn't write a sentence were in courses demanding term papers; people who couldn't read were taking courses in the Great Books; people who couldn't count were enrolled in calculus, all of which, of course, created far more heat than light, endangering all of our bulbs.

In short, I've brought our college out of the Dark Age. At least, our customers think so. Enrollment is back near capacity and illumination is efficient, bright, and beautiful. Of course keeping the system renewed is up to every individual involved, but with the bright lights I've installed and the system I've developed, emphasizing close inspection, renewal, and customer satisfaction, I think I've solved our energy problems.

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PLUS ONE

MY CONVERSION TO COOPERATIVE EDUCATION

Lawrence N. Canjar

Lawrence N. Canjar, Dean of Engineering at the University of Detroit, died suddenly on Monday, November 6, 1972. His loss is felt more deeply by all in Cooperative Education, for he was one of the movement's most enthusiastic and articulate advocates. Dean Canjar made this presentation October 23, 1972, at the Cooperative Education Institute held on the Colombiere Campus of the University. We are indebted to Mr. Audrey Thomas of John Brown University for providing the tape, which is the only record of this favorite speech of Dean Canjar. We share it with you.

I am a convert to cooperative education and that is why I was invited this evening. I am going to talk about cooperative training from the academic point of view. I think really what they want me to do is to talk about my conversion, and this I enjoy doing.

You have to understand what kind of school I came from – Carnegie Mellon. I spent 25 years of my life at Carnegie Mellon. I started as a freshman and left as Associate Dean of Engineering. As Associate Dean my first freshman class had an average college board score of 720, so you have some idea of the kind of students we attracted. The faculty were all renowned scholars working in that tradition of taking a real fine mind and exposing it to as much theory as they possibly could, and then giving it to the world and saying," Here are the perfect products of a perfect school."

I took the job as Dean of Engineering at the University of Detroit because it looked like it was a challenging sort of thing. I think if you put yourself in my shoes coming from a place like Carnegie Mellon, Detroit was a challenge – the type of school that had no graduate work, that had a faculty whose strength was really in practice rather than in research, and I really didn't know the caliber of students.

I heard we had a cooperative program at the University of Detroit, and I began to mull around in my mind, how am I going to get the faculty out of that trap? Anybody who would waste their time in a cooperative program – an extra year of professional life that had absolutely no value whatsoever – it would be much better for a student to borrow money and get through school quicker. My first objective was to eliminate the cooperative program.

Before I get into the stories of my experiences at the University of Detroit, let me point out that one of my activities at Carnegie Mellon as Associate Dean was to be a liaison for industry. I always got the same story from industry – they chewed me out every time. They said what bright fellows we turned out, how brilliant they were, how they could solve all sorts of problems, but somehow it took about 6 months to a year to really fit them into the organization. The guys were all sort of mixed up. They didn't know what industry was really about. They were somewhat impractical; they expected somebody to give them a beautiful complicated program and they would solve it if someone told them exactly what the problem was and what sort of questions had to be answered. The vice presidents and personnel men said you have a great product, but it is not properly oriented.

When I first came to Detroit, the first thing I wanted to do was to go to industry because one thing industry always told me was, "You guys in education do as you damn well please and you never check with us." If I was going to turn Detroit into one of the top-notch schools in the United States, I would need to get industrial input. I realized that Don Hunt had contact with the principal engineering activities in Detroit so I asked him to take me around. Instead, he made appointments for me with 25 vice presidents of engineering, chief engineers, project directors, and other principals. To my surprise, he suggested that I go alone so that he would not personally influence their opinions of Detroit graduates. My first surprise was the magnitude of the engineering operations and the quality of the activities – I had not realized what I now know – that nowhere in the world is there as much professional engineering activity as there is in the Metropolitan Detroit area.

I had heard what was good and bad about the products of Carnelie Mellon and now I wanted to hear what employers wanted from Detroit. Surprising to me was the universal satisfaction by all employers I met. They readily welcomed the caliber of graduates that Detroit produced. Even in the sophisticated engineering facilities which I visited, Detroit graduates were excelling. They praised us for our cooperative program and what a fine job we were doing turning out engineers, who not only had degrees, but knew what industry was about and what they wanted to do in industry.

I tried to disregard much of the glowing responses, but I could not totally ignore the highly favorable image industry had of University of Detroit engineers. It was really a surprising experience for me to find a school that had students with college board scores 200 points, on the average, below Carnegie Mellon students who really impressed their employers when they went to work. I didn't quite understand that. I decided that maybe there was something to cooperative education after all, which I knew nothing about, and I had better tread easy before I got rid of this kind of a program.

The next experience I had was when Dean Gerardi and I were looking at some of our freshmen and I noticed some of them had college board scores as low as 450. I told Dean Gerardi, "We just can't take these students with such low scores." He looked at me and said, "You're out of your mind. Some of these kids are going to graduate and are going to do very well." I challenged him on that. We looked over the current graduating class and traced back to find out what kind of scores they had when they were freshmen and indeed a sizeable number of the students had extremely low college board scores and somehow they were quite successful in industry. You know, this took me back a little bit, too.

Just before I left Carnegie Mellon, I had taught a thermodynamics class to 90 juniors. There was a thermodynamics class of 90 students waiting to be taught at Detroit. Here was a whole class of students with college board scores 200 points below the one I had just left in Pittsburgh. I taught the class, every quiz was the same, it was given exactly the same week of every semester, every homework problem was the same and they were graded in the same way. There were four quizzes and a final examination, which is a considerable amount of testing for a course like that. And to my utter amazement . . . I can say that there was no significant difference in the two classes. As a matter of fact, the students at U of D were 4 points higher out of 100 than the students at Carnegie Mellon. This was a shocking experience but in the process of teaching the course, I began to suspect that this was going to happen.

My third experience involved an electrical engineering honorary fraternity which asked me to give them a lecture on leadership. I thought: What am I going to tell these guys about leadership? This could be a deadly experience, giving a talk on leadership. We had this session in my home. I broke open a couple cans of beer for the boys and we relaxed. I said, "Before I get into my discussion on leadership, let's find out if you ever met any real leaders." Here were students who had two cooperative experiences and they began to ask themselves if there were any leaders where they worked. One student said he had a real leader and began to describe some of his characteristics, and another said, "You know the funny thing about leaders in industry is that they don't get very far." I said, "That's strange; what do you mean they don't get very far?" He said he knew this bright guy who didn't get promoted. There was this guy who wasn't too sharp, but he got promoted over this leader. I began to ask what were the characteristics of the guy that got promoted. "Well", he said, "he sort of gets the work out, he cracks the whip, and somehow he didn't dawdle over a problem for 3 or 4 months like this real bright guy did." They began to realize that the person they were admiring was the bright guy, not necessarily that he ever did anything. Which guy does the most good for the company and does what the company expects him to do? Did the company tell everybody what they expected them to do? The answer came back, yes, it was perfectly clear to them what they were supposed to do and the bright guy probably wasn't doing what the company asked him to do. He was sort of sitting around being very cynical about the company objectives. All of a sudden it occurred to me that in this discussion in which I did not lecture and in which these students compared notes with one another, they had observed real leadership and they observed what the world wanted of them. Somehow in that living room, after about two hours of conversation and sharing experiences, they thought it out themselves. There was nothing I could teach them, they already knew it.

Needless to say, I became a real convert to cooperative education. By this time I had no intention of dropping the cooperative education program. It became obvious to me that cooperative education enhances the academic program. My teaching thermodynamics was more vibrant, more alive, more exciting, because these students had a reference point that they could base this theory on. Going out on a job you learn something about leadership, something about management. I came out thinking of what I got from talking to the employers – that there was a smooth transition from the academic world over to industry. In other words, the employer didn't see in the graduates the same problems at the University of Detroit as they saw at Carnegie Mellon. The Carnegie Mellon graduate had trouble adjusting to what was expected of him in industry, but the University of Detroit graduate made a great impression on his boss.

I recommend, obviously, cooperative education to everybody, but let me leave one thought with you . . . a lot of people think that cooperative education is simply a way of earning money, of getting students through school; obviously it does that. But if you are really deeply committed to cooperative education, and if you can somehow transmit that to the faculty on your campus, cooperative education can really be the most important part of the students' training or education at the school. We believe in it so strongly at U of D that we have incorporated it into our graduate program. At the graduate level we have a doctorate program in engineering. A doctorate candidate interns in industry. They perform their dissertation on site, working on authentic problems that they find in the industry.

If you develop the kind of a commitment we have at the University of Detroit, I think you will find cooperative education as rewarding and fulfilling as I have, and this is the story of the conversion of Larry Canjar.

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ABOVE THE REST: AN APPROPRIATE GOAL FOR HUMAN POTENTIAL DEVELOPMENT

Clyde Allen

Whatever human potential is, its development in one way or another is a central concern to teachers. A humanities educator, Dr. Allen of Chabot College takes an informal narrative approach in this article to highlight man's unique potential for development in the context of his language and thought.

A few years ago, the Hayward Unified School district offered a course open to the general public called "Design for Human Potential." It provided an opportunity "to discuss the development of full human potential with prominent educators and scientists well-versed in this subject." The Human Potential Movement does not enjoy the press it had a few years ago, but it is still evident and the use of the term "development of human potential" is still very much with us.

Definitions of "human potential development" are few and deal with general and abstract terms. The critical observer and the concerned teacher are still faced with the question, "What is it - precisely - that is meant by "human potential development"?

Definition

In approaching a definition, we can view the term as either categorically inclusive or as an abstracting term. The words themselves lead us to the first alternative. "Human potential development" suggests a breadth of scope, a multi-faceted, broadly-based development; man is, after all, multi-faceted and multi-talented. In this view, human potential is the potential that humans have, the latent capacity for human activity. Human activity is a cornucopia of building, inventing, creating, writing, warring, feeling - all of the things that humans have done. One may reasonably argue that we are all born with the potential to understand and perform mathematical equations, to build a bookcase, to appreciate the Tocata and Fugue in D Minor. (We don't all develop that way, but the potential is there.) If "human potential development" is an encompassing term, its goal is to develop fully within each person the ability to do all that humans are capable of doing.

Clearly, the term cannot intelligently be used in its all-inclusive sense. It must be regarded as an abstracting term. As such, it may be used to suggest those traits that are uniquely human - only those traits - and that the development of those traits is the proper province of the "human potential" movement.

This still leaves the question of definition. What specifically are those uniquely human traits that we are to set about developing? After all, if we don't know what they are, we certainly can't plan any kind of educational or developmental program.

Goodall

Jane Goodall has observed monkeys in the wild and reported that they use and create tools for their use. At one time, man was thought to be the only tool-using animal. But that distinction is no longer open to him. Even medicine (at least dentistry) is open to the same observation. Monkeys, again, have been seen removing decayed teeth from other monkeys.

Humans share other traits with animals, one of which is that they are social. They voluntarily form groups. Man could only survive by being a social creature.

From his prehistoric emergings, an internal group cooperation coupled with an external competition saved his species from extinction. Being physically puny by comparison with other animals, man survived through group activity. The interesting thing to note is that the maximum size of primitive tribes was about three hundred persons. Within such a group, one person could know all others. When the intimacy was threatened by excess numbers, surplus members moved off to form a new tribe.

Herds

Being social, of course, is not unique to man, all animals are social and travel in packs, or herds, or prides, and so on. Animal societies, however, maintain themselves at a size that permits adequate governance by one dominant male. Man is the only animal who violates the "natural law" governing other animals. Man forms super-tribes numbering in the thousands and in the millions.—the San Franciscos, the New Yorks, the Frances, the Germanies and so on. When their own land can't provide, land from others must be taken. Available land goes to the mighty; the lesser are relegated to cages of various sizes, crowded together or stacked one on top of the other reaching hundreds of feet into the air.

Man is unique in that he chooses to live in conflict with his animalistic heritage of small groups. His urbanization produces conflicts in space allocation and in leadership.

Man is a religious animal. It can be argued that this facet of mankind is a corollary to the development of the super-tribe. A small group can be dominated by one supreme member. A super-tribe is just too large to be dominated in the same way. The development of a super-force would seem to be a natural result. Whatever the reasons, super-beings - gods of one kind or another - have been part of human history and not part of the history of any other animal. Religiosity is uniquely human.

Time

Man is a time-binder. In this he is unique among the living things on the face of the earth. Plant life is an energy-binder. That is, plants are (literally and figuratively) rooted to one place. In that one place, they stay and consume; they transform energy and they produce cells. The plant in turn is consumed by an animal as nourishment, or it falls to the ground to be transformed again into energy for another plant to use.

Animals bind both energy and space. They consume energy in the form of plants and other animals; they transform it for use in their bodies. But unlike plants, they can move about and come by their energy sources over a wide expanse of territory.

Man does everything other animals do and, in addition, his influence exists in time. A plant's influence is limited to the area it is in and it dies with the plant. An animal's influence is limited to the space it is in and dies with the animal. It is certain that no orangutan knows of or cares about Gargantua; no elephant knows of or cares about Jumbo; no lion knows of or cares about Frazier. But man does know of and cares about, Aristotle, Christ, Copernicus, Einstein, Plato, Salk, Sabin and Teller. Even Superman and his ilk. A man (even fictional man) extends his influence to areas he has never trod and to times he has never been. That is a uniquely human achievement.

Talk

This pervasive influence would have been denied man were it not for his most complex achievement: man talks. That is, man uses patterned vocalizations as symbolic representations of both external observations and internal conceptualizations. It may be argued that animals communicate; indeed they do. But to

say that they communicate is not to say that they talk. Animals communicate by signification; they have a code of sounds that signify. A dog barks, perhaps, if he wants to go outside and the door is closed. If his senses of hearing or smell detect an intruder in his territory, he barks. Other dogs may bark in response. Dogs bark in reference to external stimuli. Man's talk does not rely on external stimuli. The simplest child may say, "May I go out, please," without being by the door. Man's language is symbolic; it can be used to represent things that are not present and ideas that are not physically perceivable. "Between the clearest animal call of love or warning or anger, and a man's least, trivial *word*, there lies a whole day of Creation" - or in the modern phrase, a whole chapter of evolution. The implication is clear that the development of language is an advancement in the evolutionary cycle that makes man uniquely different from other forms of animal life.

This difference is not an accidental one, nor is it a learned one. The desire to talk is innate to man. Babling and lalling are normal activities of the baby human; he is not taught it, he just does it. No dog - infant or adult - either babbles or lalls in exploration of the sounds it can make. His bark is innate; the human child's desire and capacity for vocal variety is also innate. That innate potential develops into language.

Thought

Having a language is a necessary corollary of thinking as opposed to expressing. Feelings, likes and dislikes can be expressed without the aid of language or thought. The autobiography of Helen Keller is instructive in this. In her pre-Sullivan youth, she responded to her environment in much the same way an undisciplined animal would respond. On that day when she acquired her first word - water - she returned to the life of the human child. "That living word awakened my soul, gave it light, hope, joy, set it free!" Words - language - are the only means of articulating thought. "Creative thinking and the ability to articulate our thoughts is the most momentous product of the human mind."

The common thread connecting all of the potentials that individuals may have is language. Its relationship to the development of the potential of each of us was stated clearly by Brown and Van Riper in *Speech and Man* (p. 42).

> *The well adjusted person is he who can reveal that part of his multi-faceted nature which is in tune with the demands of a new situation.*
>
> *We need to talk to many different people in many different circumstances if we are to fulfill our self-potentials. Each new situation requires that we respond a bit differently, that we modify our patterns of speech behavior appropriately. So we change; so we grow. Each man is a river, gathering new flood and fertility from all the lands it passes through till at last it reaches the sea. We become a part of all the men we meet, and they of us if we but join ourselves to them through speech. Only through speech can we have the communion that permits our potential selves to unfold.*

As an abstracting term, "human potential" refers to those areas that make man different from other animals. Any program that has as its goal the development of the human potential will, at the least, include the four areas outlined above:

Man lives in large-group conflict.
Man is religious.
Man's influence transcends time and space.
Man talks.

Understanding

Locke begins his essay on *Human Understanding* with the remark that "the understanding . . . sets man above the rest of sensible beings." Human potential is the potential to understand. The development of that potential in relation to his societies, his religions, his timelessness, and his language is the appropriate goal of human potential development.

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REACTION

The JOURNAL encourages letters and articles of reaction to its content, its policies, and to the OATYC and its activities. The following article is in response to Dean Libby's "Roles For Technical Educators: Wouldn't It Be Nice if They Would" and Beth Waggenspack's "In Search of Responsibility" (OATYC JOURNAL, Winter 1979).

THE COMPETENCY-BASED APPROACH: A PHILOSOPHY OF EDUCATION

Rosene Graef

Educational jargon fluctuates with the times. Teaching methods are "in" and "out" like current fads. The terminology of "structuring courses toward measurable outcomes" and writing "behavioral objectives" sounds like a foreign language initially. It strikes fear and trembling into the hearts of some, and instills pure disgust in others. I know. I was one of both groups, experiencing some of both reactions when we were pressured to do this.

And, ironically, as I began to learn the language and set out to do what was asked of me, my disgust increased. I found I was merely putting into writing what I had always done in my courses. It was very time consuming and I resented especially having to translate what I do into educators' current language. I had always known what my course content should be, and had pushed or pulled the students through the material in a rather orderly manner, I thought. Why, now, should I be forced to set it all down in writing, and in someone else's (educators') language?

Why, indeed? Two reasons became clear to me. One is that I am an educator, and the language of my profession is logical and important and appropriate. The second reason is that I began to see the language as belonging not so much to the educators as to the educatees – the students! It is their language; it applies to them and is usable by them and beneficial for them. Structuring courses around clearly defined competencies or explicit behavioral objectives is no more than students deserve. It is their right! In order to arrive at one's destination on an automobile trip one needs a road map at the start. It is of no help in retrospect, at the end of the trip. Nor is a list of cities along the route of much value. One needs to know the geographical relationship of one city to the next, and the

exact road leading to it. In overly simplistic terms, the student deserves a "road map" at the start of his educational journey in any course.

The current term for this "road map" is Competency Based Education. By defining at the beginning of a course the skills, competencies and objectives we expect the student to achieve by the end of the course, and how he is to progress toward them, the student will have in his hand the road map he deserves. And the instructor's role will change from one of pushing or pulling the student through the material to one of guiding and helping to navigate, for the destination, and the means of reaching it, are clearly understood by all. And to carry the analogy to ridiculous lengths, the vehicle used for the trip doesn't matter much, as long as it can get us to the destination, whether it be a Cadillac or a Dune Buggy. In other words, Competency Based Education is a concept, not a method. Further, this concept is based on a philosophy: a philosophy of education. It is based on a belief about education.

This philosophy includes a belief about people (the nature of man): his characteristics, and his needs and his rights, and about the phenomena of learning. If we embrace the concept that man is, among other things, "unique, free to choose, individually unpredictable, and responsible for self," and "a creature of body, intellect, emotion, and spirit," then we must afford him the dignity and respect that those qualities imply. And if we believe that learning is "a process of activity and effort on the part of the learner which results in the modification of behavior: physical, intellectual, or emotional," and not "merely a process of passive assimilitation", then defining those behaviors is the only approach compatible with this philosphy.

We could cite numerous institutions which make the competency-based approach mandatory in every course of every program, some to the extent of requiring an official format for defining competencies at each level, unit, or module of the course. The syllabi of such courses may be inch-thick packets, or even, in some technical courses, a half-inch thick for each unit or module. These are examples of extremely detailed and specific competencies, and are probably desirable and appropriate in highly technical courses whose goals are specific skills essential for employment.

But it need not be that way in every course, especially in the areas of General Education or Humanities. It is possible to follow the competency-based philosophy on one sheet of paper. Some may say this is already being done, probably in the form of a course outline. But, examine these course outlines. Are they not usually more topical outlines for the course (a list of cities enroute)? It is possible, and not difficult, to translate these topics for each class session into goals or objectives, using action verbs and measurable behaviors. It is not our purpose here to describe exactly how this is done, or to prescribe the terminology; rather to suggest that the competency-based approach is tantamount to a philosophy of education.

Whether or not a competency-based course is self-paced or self-directed, we believe that this approach will usually increase motivation and mature attitudes toward learning and provide a security for the student in his efforts to achieve the ultimate goals of the course. These factors of motivation, maturity, and security in learning seem essential in the implementation of the Mission of Ohio's Two-Year College System, and are compatible with the report of the 1974 Citizen's Task Force on Higher Education. Recommendation 8 of the latter states:

> That colleges and universities should encourage and actively search for ways to place more emphasis on increasing teaching effectiveness. This, indeed, has become a central academic concern, identified as such by faculty and administrators throughout Ohio. Although the Chancellor and the Board of Regents are to be complimented for their efforts toward developing a statewide instructional improvement program, a need exists for a more formalized and comprehensive effort to sustain and encourage instructional improvement throughout the State of Ohio.

Specific recommendations will further emphasize improvement in the understanding of teaching, learning processes, and evaluation, and reference to the broad spectrum of the adult population attracted to two-year colleges. Therefore we suggest that the competency-based approach is a philosophy highly desirable for such institutions.

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There are fifty solicitors of editorial material listed here. Contact your campus solicitor or one nearest you to inquire about submitting a specific manuscript.

Manuscripts must be typed double-spaced and of approximately 1,000-3,000 words in length. All submissions must be accompanied by a stamped self-addressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8½ x 11 paper. The name and address of the contributor should be on the back of all art copy.

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Submission deadline for the next *Journal* is July 30, 1980.

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